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No. 1

ECONOMIC GEOGRAPHY

A series of articles edited by Dr. Douglas C. Ridgley

NO. 1— THE FUNCTION OF GEOGRAPHY

W. Elmer Ekblaw, Ph. D.

IMPROVEMENTS in methods of transportation and communication have so reduced distance and brought men in all parts of the world so close together, and made them so interdependent, that the subject matter of geography has assumed an importance in education and in experience that it has never before held. As man's economic and political horizons have been extended far beyond the environs of his own immediate activities, beyond the limits of his own travel and experience, he has found geography an essential element in the knowledge that he, and every successful man of business or progressive citizen of the world, must possess.

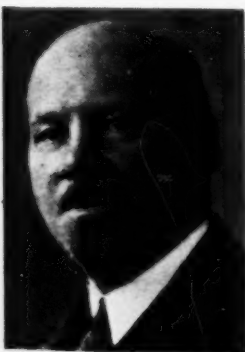
Geography has ever occupied a high place in cultural education, comparable with history, or biology, or mathematics, or the fine arts. In earlier years, the man who possessed a knowledge of peoples of the earth alien to his own experience or environment—of their ways of living, their wares, their philosophies—was stimulated and inspired by his broader concept of life and man's attributes, by his enlarged appreciation of problems that man must solve wherever he lived, by his enriched sympathy for humanity in all lands and all conditions. This geographic knowledge held only academic value, however, and served chiefly cultural purposes, as long as man remained remote from other peoples, either in distance or in lack of association with them.

But when his daily tasks, his daily way of

life, became affected in intimate detail by the activities of almost all peoples of the world, his interest in them became personal rather than merely academic. When the Irishman found his income reduced by the influx upon the English market of Danish butter in competition with his own, and then of Siberian butter, and finally of butter from New Zealand, which could be laid down upon the wharves of Southampton and Liverpool and London more cheaply than his could profitably be, he at once became personally interested in the remote lands and peoples that could thus encroach so vitally upon his commercial territory and upon his prospects for profit.

Similarly, the New England apple grower is concerned with conditions in competing orchards, not only in the limestone valleys of Pennsylvania, Maryland, and Virginia, in the Ozark uplands of southern Illinois and Missouri and northern Arkansas, and in the irrigated terraces and slopes of the Yakima and Wenatchee Valleys of the Far West; but, just as vitally, in the yield of apples from Tasmania or Nova Scotia or Bavaria. To market his apples successfully, he must know just what conditions, among the lands and peoples that are his competitors, make it possible for them to produce as well as he.

The recent processing tax on cotton produced repercussions in eastern Brazil, where cotton cultivation increased manifold; in Uzbekistan and Turkmenistan, where the



Dr. W. Elmer Ekblaw, author of this month's article on geography, is Professor of Human Geography at Clark University, Worcester, Massachusetts. He is the author of numerous articles and two books, "Along Unknown Shores" and "New England Fancies," and assistant editor of *Economic Geography* (a quarterly). He accompanied the MacMillan Crocker Land Arctic Expedition (1913-1917) as botanist and geologist, was research associate, American Museum of Natural History, 1917-1922, and consulting geologist for two years. He is associated with many societies of scholars and is a member of the Explorers Club, New York. His particular interests are land utilization and conservation, and his hobby is ornithology.

WE are delighted to bring to our readers the editorial services of the eminent educator, author, and geographer, Dr. Douglas C. Ridgley, of Clark University. Dr. Ridgley has arranged for the following series of articles, written exclusively for the B.E.W. by a distinguished group of specialists in the field of economic geography:

September: "The Function of Geography," Dr. W. Elmer Ekblaw, Clark University, Worcester, Massachusetts.

October: "The Study of Commodities in Economic Geography," by Dr. Douglas C. Ridgley.

November: "How We Teach Economic Geography," by Miss Clare Symonds, Senior High School, Quincy, Illinois.

December: "A Lesson Plan for Teaching Wheat in a High School Course in Economic Geography," by William R. Weaver, High School, Trenton, New Jersey.

January: "Cotton: The World's Leading Textile Crop," by Dr. William T. Chambers, Teachers College, Nacogdoches, Texas.

February: "The Climatic Factor in Economic Geography," by John C. Parsons, Kearny High School, Kearny, New Jersey.

March: "Economic Geography of the Grasslands,"

by Dr. Sidney E. Ekblaw, University of Kansas City, Kansas City, Missouri.

April: "Present Needs and Tendencies in the Conservation of Our Natural Resources," by Richard J. Preston, Colorado State College, Fort Collins, Colorado.

May: "Economic Geography as a Factor in Social Business Education," by Dr. Harry O. Lathrop, Normal University, Normal, Illinois.

June: "Geography in the Senior High School," by Professor George J. Miller, Editor, *Journal of Geography*, Teachers College, Mankato, Minnesota.

Economic geography has become a major subject in commercial education. Following the ninth-year course in junior business training, it fills the tenth year with subject matter necessary to students of business and contributes to a large degree to the general education of all high school students.

The BUSINESS EDUCATION WORLD, in publishing this series of articles, is giving economic geography the prominence it deserves in the professional reading of commercial educators and is also rendering an unexcelled service to teachers of that subject.

Dr. Douglas C. Ridgley, Professor of Geography in Education, Clark University, began his teaching career in a rural schoolhouse and later headed the geography department of Illinois State Normal University. He was director of geography of the A.E.F. University in France, 1919, and professor of geography with the first college cruise around the world. He is a Fellow of the American Geographical Society, a distinguished author and editor in the field of geographical education, and co-author of a forthcoming textbook on economic geography. In 1935, he received the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to the field of educational geography."



Soviet government extended its irrigation systems to grow more cotton; in India, where hand spindles and looms multiplied; in Ethiopia, where an ancient sovereignty succumbed because it held sway over potential fertile cotton lands; and in a hundred and one ports and capitals where cotton production or processing or marketing plays a part in the economy of the people.

Such examples of economic interdependence throughout the world might be cited almost interminably. The interchange of wares and commodities weaves a network of trade and communication that leaves out no part of the world and relates all types of regions, all classes and breeds of people, into one neighborhood where every man must be more or less affected by the activities and attributes of his world neighbors. The trade of the world constitutes a fabric of which the peoples of the world form the warp; the lands of the world, the woof.

POLITICAL interrelationships are as far-reaching and complicated as the economic. Peace or war between any two states or groups of states concerns all the rest. When Bolivia and Paraguay go to war, the price of tin rises; and Bolivia, which cannot produce and market its tin so readily, loses its place in world trade, at least temporarily, to Malaya, its foremost competitor. Russia lost her monopoly of the platinum market in the World War, when substitutes for it were found in the arts, and Colombian ores were opened to exploration. When two great naval nations prepare for war and armor their fleets adequately, Canada's nickel finds increased market in the manufacture of armor plate. When Italy attacked Ethiopia, the League nations imposed sanctions that involved the trade of the whole world.

And when Italy's armies invaded Ethiopia, her strategists studied the character of the terrain over which they had to move her legions, the adequacy or inadequacy of the water supply along the routes of her advancing troops, the character of the roads that had to be built, the streams to be bridged, the passes to be guarded. Her commissariat had to know what supplies could be obtained locally, against what climatic conditions they

had to guard their food, what insects, molds, or other pests they had to combat to insure safety for their stores. Her medical staff had to know what diseases are endemic, what sources of infection or contagion characterize the land, what problems they had to solve in caring for their sick and wounded.

Her statesmen must know the resources and possibilities of development of every section of the country, that they may lay down suitable administrative and territorial boundaries. They must know the history and character of the peoples they have subjected to Italy's rule, that they may govern them wisely and successfully. They must know what complications the various geographic factors may cause in the relations of their new colony with bordering sovereignties. Such are some of the international problems for whose solution a sound knowledge of geography and acquaintance with its discipline and method are indispensable for solution.

Socially, as well as economically and politically, the man of the world today, in the best sense of that term, must be aware not only of the stage of the culture of other folk of the world and the progress they are making toward a better civilization; he must be just as aware of the geographic conditions that accelerate or retard that progress. He cannot be an isolationist, at least in knowledge, if he would live his life to the fullest for his time and opportunity.

If he accepts cooperation between man and his fellows as one of the criteria by which he may measure civilization, he cannot help being inspired by the rise in Scandinavia, steadily and irresistibly, within the last half century, of a culture that probably represents the very uttermost progress that man has thus far made in our western civilization. Within the four lands of Fenno-Scandia—Finland, Sweden, Norway, and Denmark—with all the paucity and monotony of their resources, the rigor and niggardliness of their land, he sees peace and contentment, stability and security of state and society, unsurpassed elsewhere; and high development of the arts and sciences that excels that of Greece at the height of her glory, of Rome at the peak of her grandeur.

The very disadvantages of their lands have forced these peoples into a closer, fuller cooperation in all their activities than the rest of the nations approach. To win and hold their place among the progressive nations of the world, to measure up to a standard of living that should satisfy their material, as well as their intellectual and spiritual needs, the peoples of Fenno-Scandia have evolved consumers' cooperatives as an economic system, and social democracy as a political creed that has placed them in an enviable and admirable social leadership of the world.

It is to the social democracy and consumers' cooperatives of Fenno-Scandia that their neighbors are turning, that other enlightened nations should turn, rather than to the depressing communism of Russia or the fascism of dictatorships in Germany and Italy, for guidance toward future social progress. Only by appraising geographically the resources of their lands, the disadvantages and the advantages of their location, terrain, and ethnic compositions, have the canny men and women of the North risen to such high social and cultural attainments. Geography occupies a foremost place in every school curriculum, from the grades through the universities. By education, as well as by widespread seafaring experience, the modern children of the Vikings know the ways of the whole world and can fit their own ways into them.

Making the wisest use of their geographic resources, turning to their advantage the gains made elsewhere in the lands they study and visit, the peoples of Fenno-Scandia have established, in the last few decades, a brilliant record of scientific, commercial, and industrial efficiency; they have developed many of the world's foremost authors, sculptors, painters, architects, actors, and musicians; they have set the pace for the rest of the world to follow for progress in medicine, in sanitation, in education, in religious liberty, in government, in international relations, in the great struggle for "peace on earth, good will toward men."

The peoples of Fenno-Scandia thus constitute a striking illustration of the value of geography, in their education, intellectual discipline, and material industry. Similarly

effective examples, though involving different elements and results, may be cited in Japan and England and their imperialism; in France and her self-sufficiency; in the United States and its heritage of resources, its high standard of living. The histories of nations, the destinies of peoples, are interpreted today in terms of geography.

GEOGRAPHY would seem to be much more necessary to the citizenship of a democracy or republic, where every man and woman, through their right of suffrage and their franchise to exercise it freely, must share in the responsibilities of government and international relationships, than to the individual citizen under a dictatorship, however beneficent it may be. For, to bear that responsibility intelligently and discreetly, to judge candidates and principles critically, the electorate of a democracy must be well informed on conditions and events in every other country with which their own has trade or other associations, and on the situation throughout their own sovereignty.

Incidental to the specific economic and social benefits that come to a people well acquainted with its world and best qualified to deal intelligently with other peoples, comes a wider sympathy and broader philosophy that does more to promote peace and good will among nations than do all the fleets and fortresses and munitions of war. So trite is this statement that it scarcely requires repetition, but it can not be too emphatically impressed upon the citizens of every land if world peace is ever to come.

Because the world has become so small; because the nations of the world must rub shoulders commercially, socially, and politically; because the cultures of the world must adjust themselves one to the other, it follows that ignorance, which begets indifference or ill will, and isolation, which begets selfishness, can not be longer tolerated. International amity and concord must depend today, and for long centuries to come, upon wiser and fuller geographic knowledge.

SIMILARLY, the internal problems of a state require as thorough training in geography. The present

American programs of land planning and resettlement, of soil conservation and control of production, are based upon the best knowledge at hand of climate, relief, and drainage, soil texture and composition, plant cover and animal life, and upon careful studies of market possibilities, transportation facilities, and coordination of industries. Without such basis, any plan might well prove unsound and impractical.

Reclamation projects, flood control, reforestation, range supervision, pest control, wild life and game protection, park systems—these and a hundred other government activities presuppose more or less knowledge of geographic principles. The platforms of political parties, the selection of candidates for office, the distribution of party strength—these are, in many cases, but reflections of geographic conditions. The political problems of the seaboard differ from those of the Mississippi Valley; of the grasslands, from those of the forest lands; of the plains, from those of the piedmonts or the montane valleys, all because geographic conditions vary between them.

EVERY business man must know the seasonal vagaries of his source of supplies, of their transportation, and of his market. For example, the commission merchant in Chicago dealing in strawberries must know that his earliest supply comes from the Texas coastal region, that a week later they must come from Louisiana, that another week later they must come from Tennessee or Louisiana, and thus northward through their season until his last supply comes from northern Michigan. The New York milk dealer must know the possibilities of his whole milkshed, how the supply within it varies from spring to summer, to fall, to winter, and how Philadelphia or Boston or Baltimore may encroach upon it. A heavy harvest of early potatoes in Accomac County, Virginia, may ruin the potato grower in the Connecticut Valley; a heavy harvest of late potatoes in the Red River region of Minnesota may cause hard times for the potato grower in Aroostook County, Maine.

When the commission merchants or the producers suffer, the retail grocers, the bank-

ers, and all the consumers suffer with them. A heavy shower in Minnesota or Virginia at the right season may thus have profound effects upon the price of potatoes in the Connecticut Valley or Aroostook County and affect the standard of living for the time being in every part of the country.

A farmer in Maryland or Virginia finds that a new leguminous forage plant, lespedeza, not only yields him valuable pasturage and ensilage but enriches the soil of his farm; and, in a decade, thousands of other farmers have learned that they may or may not follow his example. A government bureau finds that conditions in Florida and our Gulf Coastal states favor the growth of the Chinese tung tree, which yields an oil valuable in paints and varnishes, and of which America imports large quantities; and in due time American plantations of tung trees are producing tung oil of better quality than the Chinese. A state-university laboratory finds that conditions on the glacial-till plains are suitable for the growth of soy beans to take the place of oats in the crop rotation—and forage, ensilage, oil, and other products from the soy bean increase the income of the Illinois and Indiana farmers who grow it.

These illustrations serve to emphasize part of the function of geography in relating man and his activities and associations to the land in which he lives and its attributes. Besides its general cultural value, geography possesses a definite practical or professional value to every citizen, be he farmer, merchant, banker, or doctor. No matter what vocation he follows, he finds ever increasing need of geographic knowledge, principles, and discipline, if he would succeed.



• ENROLLMENTS in vocational education classes in the 48 states, Hawaii, and Puerto Rico during 1935 totaled in round numbers 1,248,000 youths and adults. A summary of reports from state departments of education points out that the enrollment has, with the exception of slight decreases in 1933 and 1934, shown a steady growth since the vocational education program was organized on a national basis in 1917. The enrollment in that year was approximately 164,000.

BEHIND THE SCENES WITH BUSINESS

NO. 1—PRESS ASSOCIATIONS

Robert Newcomb

Mr. Newcomb takes us into the wings to show, in a new series, how the unseen part of the world's work is conducted. In his first story, we learn how the daily news is flashed from continent to continent

A FIGURE of international importance lies dying in a small hotel in a small town in Europe. For two or three days he has remained thus, holding on bravely to the few shreds of life left to him. Newspaper correspondents have gathered in the town; the local telegraph office is busier than it has been any day since its opening years before. In newspaper offices all over the world, editors are huddled around telegraph operators or hanging over black, typewriter-like machines that ceaselessly grind out the news. The man in the little hotel grows very tired. His eyes flutter and close.

A handkerchief flicked from a window, the drawing of a window shade—some signal, some simple signal, and the news is loose. *Triple Full Rate Urgent; XUR, Flash, Flash, Flash!* The news crackles across the wires from the little town; across fields and rivers and towns to cities; across oceans and continents to wide-eyed millions waiting for the word. Presses thunder into action; radio programs are momentarily suspended while the news is announced.

Today the world shares its news at the same time. When a successful airplane crossing of the Atlantic is effected, the reader in Hong Kong knows it at approximately the same time you do. He reads the report of it in a different newspaper and in a different language. But the facts are the same, for they were all gathered at the same source.

It is the news services, or press associations, that have made this possible. They were developed for two reasons: No newspaper could be complete without news from the four corners of the earth, and no newspaper could afford a staff large enough to do the job

competently. So the newspapers, acting in groups, undertook to finance the press associations. Since the cost of maintenance of a press association is spread over a great number of newspapers, the cost to the individual newspaper is not too great.

Thus we have in our country the United Press, the Associated Press, International News Service, and Universal Service (the last two are Hearst properties) frequently serving the same clients. Abroad, we find Reuter's (pronounced *Royters*), the great British news agency, and Exchange Telegraph; Havas, in Paris; Wolff, in Berlin; and others. Large newspapers maintain their own correspondents in principal cities; in New York, one finds thirty or forty full-time staff correspondents, representing newspapers ranging from the Tokio *Asahi* to *La Nacion* of Buenos Aires.

American Press Associations

Only the press services in this country need concern us in this article: the Associated Press, or A. P., is actually a cooperative news agency. It was formed by the newspapers, under the brilliant guidance of Melville E. Stone, and its costs are prorated among its members. Its franchises to large newspapers are often valued in excess of a million dollars. The United Press, which is the property of the Scripps-Howard newspaper organization, sells its news. It supplies a specific news service at a stipulated cost. The Hearst services likewise sell their news. There are also local news services, which cover certain metropolitan areas, and which complement the activities of the various newspapers' local staffs.

The press association had its greatest impetus with the birth of the so-called high-speed printer. A box-like contrivance, similar in many respects to a typewriter, it is designed both to receive and to transmit news. In the background is a tremendous network of electric wires set up in a manner similar to a telephone system. It is thereby possible for one printer operator, tapping out the news, to have it received in thirty different newspaper offices simultaneously, or nearly so.

The high-speed printer prints the news matter only in capital letters. As it is received in the various clients' offices, the sheet is removed from the machine's roller and passed to the editorial desk for editing.

Our press associations maintain bureaus in principal cities. These bureaus are charged with watching local news from three angles: for state-wide, for national, and for international treatment. If, in the city of Columbus, Ohio, the legislature passes a law requiring all dogs to be muzzled, it is of state-wide interest. It will accordingly be sent to bureau headquarters (probably in Cleveland, Ohio's largest city and the logical distributing point) for relay to all newspapers in Ohio taking that particular press association service. If, however, in the city of Columbus, the governor of the state happens to be in an automobile collision and injured, the news is not only local but national and will therefore be wired along to headquarters in New York for national relay. If, finally, the governor of the state, while walking with his dog in the cool of the evening, is assassinated by a maddened job-seeker, the "story" takes on an international aspect and is treated accordingly. Naturally, news requirements differ

in different parts of the world; the assassination of a governor would be a "big story" nationally and would receive attention in many foreign countries, but not in all. Barring these basic differences in news values, which are influenced chiefly by geography, the instances above show the editorial attitude generally.

The high-speed printer is the transmitting mechanism across land; across the sea, the wireless, cable, and radio are depended upon to do the job. Messages are sent, naturally, in the most economical way except in "rush" cases. Thus a cable from New York to Australia, for example, might be relayed by telegraph to Bamfield, a cable station off Vancouver, and then sped on its way by cable. Similarly, cables from New York to South America will be carried "press rate" by telegraph to the end of land, and then by cable.

Let us trace a "story" that utilizes more than one transmitting service. We will suppose that a United Press correspondent in France follows down a "tip" and unearths a good story. It is telegraphed promptly to Paris, where the bureau manager or someone on his staff edits it, prunes it into the language known as "*cablese*," and sends it by cable to New York. The cable editor receives it at this point and he "*decable-izes*" it—in other words, puts it back into readable language. The cable then goes to the editorial desk, where it is edited further for transmission to interested clients. It may have a particular interest for the Middle West—perhaps the principal figure in the story is known from Buffalo to Chicago. If he is of sufficient importance, the story goes out over all high-speed printers to all clients from coast to coast. If not, it may go on the so-called West wire, to clients essentially interested. It is received in the clients' offices, torn from the receiving printer, edited, and sent to the composing room to be cast into type. The same operation will take place at approximately the same time in all offices to which the story has been "filed."

Press associations have long since outgrown their basic function of supplying news. Today they furnish many special services: photographs, ordered interviews, reference material, and other complements to present-



Bob Newcomb is a graduate of Columbia's Pulitzer School of Journalism, has worked for the *Montreal Daily Star*, British United Press, *La Nacion* of Buenos Aires, and other newspapers. He is now editorial director of Blanchard Press, New York City. He admits he is writing a novel, and adds "but who isn't?"

day journalism. Some magazines today take full-time news services. Many newspapers take more than one service. Particularly in large cities, where competition is keen, newspapers take every precaution to see that they are not "scooped" on wire news. Thus, it is not uncommon for a newspaper to use both the A. P. and U. P. services or the I. N. S. or Universal service.

Newspapers in cities smaller than New York protect their interest by buying services sold by the metropolitan dailies; in the office of the *New York Times*, for example, there are a dozen or more representatives of other newspapers who pay a regular monthly fee for access to the *Times'* material.

One newspaper in South America at one time purchased the full service of the Associated Press, the *New York World*, *Times*, and *Herald-Tribune*, and the special service of the North American Newspaper Alliance, in addition to maintaining the largest foreign staff of any newspaper in the world. These services represented an annual investment of well over a million dollars. Its clearing house for news, which was located in New York City, had three checks against every story that ever "broke." Small wonder the newspaper was never "scooped" by a rival!

Press associations, having a wider responsibility than newspapers, rush their men as rapidly as possible to news fronts. Press-association men write, not to thousands, as do single newspapers, but literally to millions. A delay in gathering a story, which opens the way for a rival, means heavy financial loss to a press association's widely distributed clients. That is why the press-association men cannot afford to fall down.

The business departments of the press associations concern themselves principally with billing. Stenographic service is necessary only in these departments and in the offices of the executives. The tremendous volume of wordage that is filed over the high-speed printers and other mechanisms is all tapped out by those nimble but two-fingered sons and daughters of the fourth estate.

Study your daily newspaper the next time you read it. The symbols "AP," "UP," "INS," and "Universal Service" all mean that behind your newspaper a tremendous organization is

at work gathering news so that you and the old lady from Dubuque may read it at the same time.

Personal Notes

• HARRY I. GOOD, who joined the Buffalo, New York, school system in 1922 as head of the commercial department of the Hutchinson High School and who, for the past three years, has been city director of secondary commercial education, was appointed to the post of associate superintendent of secondary education at the meeting of the Buffalo Board of Education on August 11.

Among other positions held by Mr. Good are those of chief clerk in the United States Navy engineering office in New York City and Navy paymaster and supply officer in the Buffalo disbursing office. For twelve years he was a part-time practicing accountant and served as head of the commercial departments in high schools in Rome, Utica, and Schenectady, New York.

He has lectured at the General Electric corporation school in Schenectady and at the University of Buffalo evening and summer sessions. He was also assistant professor of commercial education at Ohio State University summer sessions. He thus brings to his new office the benefits of a broad teaching and administrative experience.

Mr. Good has been for several years secretary of the Eastern Commercial Teachers Association. He served on the New York state regents' question committee on commercial education and was chairman of the state syllabus revision committee in commercial education.

• THE MARRIAGE of Regina Eunice Groves, of Madison, Wisconsin, and Earl Wingert Barnhart took place in Chicago on Saturday, July 11.

Mrs. Barnhart is director of the Groves School for Secretaries in Madison and was for many years a member of the Madison school board. Mr. Barnhart is chief of the commercial education division of the United States Department of Education.

Mrs. Barnhart will retain the active management of her school.

THE STORY OF SHORTHAND

JOHN ROBERT GREGG, S.C.D.

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In Chapters I to VI, inclusive, published in 1933-34, we traced the art as practiced in ancient times by the Egyptians, Greeks, and Romans, and the part it played in connection with the early Christian Church. During the Dark Ages shorthand was abolished as "necromantic and diabolical," and was not revived until 1588 through the publication of Bright's "Characteric."

Chapter VII, the first of the 1934-35 instalments, opened with the story of the first alphabetic systems of John and Edmond Willis (1602 and 1618), followed by their successors in the seventeenth century.

Chapters XII to XVII, inclusive, published in 1935-36, began with the various uses of shorthand in the seventeenth century. You will recall allusions to the recording of Shakespeare's plays, its use by the great diarist, Samuel Pepys, and the recording of court trials. Then we went on to the early use of short-

hand in America, citing prominent Americans who practiced the art—Roger Williams, John Winthrop, Jonathan Edwards, Thomas Jefferson, illustrious names in our history.

Then we traced the evolution of the shorthand alphabets of that period. The system of William Mason was analyzed; and its adaptation by Thomas Gurney, who founded the well-known firm of legal reporters, was discussed. You will remember the stories about the reporting experiences of Charles Dickens, who was an accomplished writer of the Gurney system. The year ended with a chapter on shorthand nomenclature and definition, in which many of the odd names assigned to the various systems were given.

This year's series opens with the chapter on Dr. John Byrom, called "The Father of Rational Shorthand," whom we regard as one of the most interesting characters thus far presented.

CHAPTER XVIII

"THE GRAND MASTER" OF EIGHTEENTH-CENTURY SHORTHAND

John Byrom (1720)

I

A CHART containing the alphabets of the systems of Edmond Willis (1618), Thomas Shelton (1638), Jeremiah Rich (1646), William Mason (1672, 1682, 1707), and Thomas Gurney (1753) appeared in a previous chapter. These alphabets were given side by side to show how closely these famous systems were linked in a chain of evolution toward greater simplicity in the construction of shorthand alphabets.

These systems marked an end to the first epoch in the development of modern alphabetic shorthand that began with John Willis (1602), but to which the system of Edmond Willis (1618) gave definite direction and practicality.

We now come to the story of another chain of evolution with which four noted authors in the eighteenth century were closely associated: John Byrom (1720), William Williamson (1775), Samuel Taylor (1786), and William Mavor (1789).

Unquestionably, the dominating influence of eighteenth-century shorthand was Dr. John Byrom, F.R.S., affectionately termed by his pupils the Grand Master, and by later authors the Father of Rational Shorthand. A graduate of Trinity College, Cambridge, Fellow of the Royal Society, contributor to the *Spectator*, a poet of considerable merit, and composer of many well-known hymns and carols, John Byrom was a man of varied literary and social gifts. His literary works and journals, which fill several large volumes, are marked by exquisite taste and refinement. He was, in short, a gentleman in all that the word implies, and his contemporaries speak of him as a man of rare charm and high intelligence. No doubt these qualities and characteristics explain why John Byrom retained the lifelong friendship and respect of men who had attained eminence in almost every field of intellectual activity, including such famous churchmen and reformers as John and Charles Wesley and Bishop Hoadly; such great noblemen and statesmen as the Earl of Morton, the Duke of Devonshire, the Duke of Queensberry, Lord Chesterfield, and Lord Camden;* Sir Horace Walpole ("the best letter writer in the English language"); and, among scientists, Hartley, the metaphysician.

When one remembers the intensity of the political and religious controversies in the early part of the eighteenth century, it is quite evident that Byrom could not have retained the lifelong friendship and admiration of many of the eminent people of conflicting opinions had he not possessed great intellectual gifts and personal charm. The following well-considered tribute to Byrom by John Wesley, written ten years after his death, is sufficient to indicate the high esteem in which he was held: "He had all the wit and humor of Dean Swift, together with much more learning, a deep and strong understanding, and, above all, a serious vein of poetry." This tribute is all the more generous as Byrom never

became a follower of Wesley, being something of a mystic in religious matters—and mysticism was then much in vogue.

2

John Byrom was born at Kersall Cell, near Manchester,† England, on the twenty-ninth of February, 1692, the younger son of a prosperous merchant.

* Charles Pratt, first Earl Camden (b. 1714, d. 1794), was Lord Chancellor from 1766 to 1770, when he was dismissed from office by Lord North because of his unbending opposition to the Stamp Act and other taxation of the American Colonies. Later he was President of the Council, from 1782 to 1783, and again from 1784 until his death in 1794. A number of cities in the United States are named in his honor.

† Twelve years ago the writer visited the beautiful home of Byrom, which is in an excellent state of preservation. Scratched with a diamond on one of the windows was "Elizabeth Byrom, 1735." In the private chapel was the Byrom coat-of-arms, dated 1692.



John Byrom

SIGNATURE, CREST, AND PORTRAIT
WHEN A YOUNG MAN

He was educated at Merchant Taylors' School and at Trinity College, Cambridge, of which he became a Fellow in 1714. After leaving college, he spent some time on the Continent studying medicine, a profession that he had intended to follow; and although he never took the M.D. degree, the title "Doctor" was generally accorded him.

Byrom was a Jacobite and remained a strong supporter of the Stuart cause throughout his life. It is believed that in going to the Continent soon after leaving college—ostensibly to study medicine—his real purpose was to confer with the supporters of the Pretender. In spite of its subtlety, one of his epigrams that has come down to us reveals his political views:

God bless the King; God bless our faith's defender
 God bless—no harm in blessing—the Pretender:
 But who pretender is, and who is King,
 God bless us all! That's quite another thing.

When a student at Cambridge, Byrom had come across some sermons written in shorthand, and he studied the system in which they were written. He was encouraged in this by his fellow collegian and friend, "Tom" Sharp,* who had been advised by his father (then the Archbishop of York) to study shorthand. The two friends studied the system together, but Byrom became so disgusted with the arbitrary nature of the signs and their clumsiness that he determined to invent a system of his own.

While his system of shorthand was not published until 1767, four years after his death, it had been in practical form as early as 1720. Apparently, the reason for its not being published earlier was that Byrom chose to exercise the rights of exclusive possession and use in teaching throughout his life.

Soon after his return from the Continent, John Byrom found it necessary to find a means of making a livelihood. The explanation given in nearly all histories of shorthand and in the numerous articles about Byrom is that he fell in love with his cousin, Elizabeth Byrom. Her parents, it is said, refused their consent to the marriage because he was a penniless younger son, but nevertheless the couple were married in February, 1720. The union proved to be a very happy one; several children blessed their home, some of whom achieved distinction in their chosen professions. After his marriage, John Byrom set out bravely to earn an independent income by teaching shorthand.

This is such a satisfying story of love triumphing over obstacles that it is almost a pity to suggest that there may have been other reasons for his earning



JOHN BYROM, M.A., F.R.S., IN HIS
 LATER YEARS

* Byrom's friend, "Tom" Sharp, subsequently took the degree of D.D. and became Archdeacon of Northumberland.

his own livelihood. We know that Byrom's father was a wealthy man, and that, on the death of his older brother, John Byrom came into the estate and retired from teaching. Why, then, did Byrom's father, who had sent him to college and supported him while he was on the Continent, fail to provide an adequate allowance for his younger son? Is it not likely that Byrom's father utterly disapproved of the activities of his younger son on behalf of the Pretender?

Byrom's father was a successful Manchester merchant, with all the "practical" qualities that this implies; his son John was a poet, a dreamer, a philosopher with a leaning toward mysticism. Irrespective of politics, father and son must have been as wide apart as the poles. As a "practical man," the elder Byrom must have been acutely conscious that the activities of his son on behalf of the Stuart cause might bring the whole family under suspicion and jeopardize the reputation and fortune he had built up by shrewd and hard industry. Obviously, the best thing to do was to disown his son and to have evidence of this in cutting off his allowance. It may be, too, that Elizabeth Byrom's parents disapproved of her marriage to Byrom for political reasons quite as much as the reasons usually given.

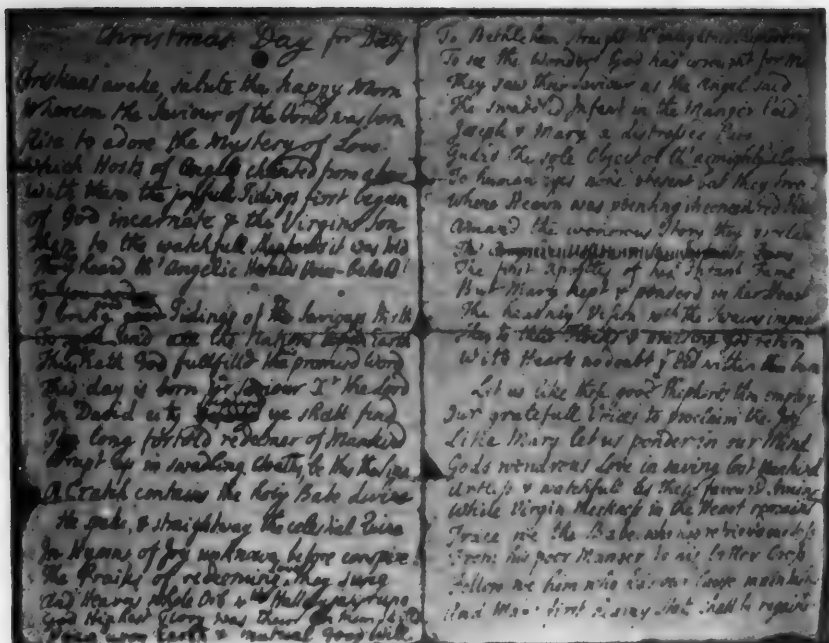
3

Byrom taught his system from manuscript lessons, and no doubt both the system and the lessons underwent changes and improvements in the course of the twenty years during which he taught hundreds of students, of whom the first was Lord Lonsdale.* Byrom's fee for instruction was five guineas, and he exacted a promise from the pupil that he would not impart a knowledge of the system to anyone else.

Byrom continued to teach his system in London and Manchester for about twenty years, until he succeeded to his father's estate on the death of his brother in 1740; one of his last pupils (who began the lessons on the twenty-ninth of June, 1739) was Lord William Graham, afterward Duke of Montrose. In 1742, Byrom obtained an act of Parliament providing "that the said Byrom, his Executors, Administrators, and Assigns, shall from and after the twenty-fourth day of June, 1742, have the sole liberty and privilege of publishing the method of shorthand he invented, for the term of one and twenty years." On February 28, 1726, he established the first shorthand society, and his address at the opening meeting is a masterpiece of eloquence and erudition. Some of the most humorous and interesting passages in his journals are about these meetings. The society met regularly for five years; it was the forerunner of the many hundreds of shorthand societies that have been formed since that time.

In this chapter we reproduce two portraits of Dr. Byrom. The first, which was made when he was an undergraduate at Cambridge, is given in his journals, which were published by the Chetham Society, Manchester, about ninety years after his death. The author of "Dr. Byrom and the Beginnings of Methodism" says of this portrait: "As we look at this exquisite face we under-

* On referring to encyclopædias we were interested to note that most of the prominent people whose names are given in the list of Byrom's pupils had been his fellow students at Cambridge.



THE ORIGINAL COPY OF THE CHRISTMAS CAROL, "CHRISTIANS AWAKE: SALUTE THE HAPPY MORN."

stand how a man so bright and intelligent, so pure-minded and even-tempered, won for himself hosts of friends who never wearied of his company."

The second portrait is that of Byrom toward the end of his life. The Reverend Louis F. Benson, D.D., in "Studies of Familiar Hymns," in telling the story of Byrom's authorship of the Christmas carol, "Christians Awake; Salute the Happy Morn!" (said to have been written as a Christmas gift to Byrom's daughter, Dolly) and also of "Hark! The Herald Angels Sing," and other hymns, refers to the impression made by the later portrait. He says:

It does not need a lingering look at Dr. Byrom's portrait to assure us that he is what is called a character. From under the low slouched hat with its rim projecting like the prow of a racing yacht, the bewigged head bends forward in an inquisitive intentness, and the face is as striking as the hat, with a ruminating look in the eye, and a very whimsical but not unkindly mouth. One notes the crooked-handled cane, and wonders what the color of the long coat may have been. It must have been a very long coat, for Byrom was conspicuously tall. He speaks in his diary of taking walks with John Wesley. Now Wesley was rather short and slight, dressed in conventional clerical clothes, and a model of neatness, so that the couple walking side by side must have presented something of a spectacle.

A copy of the original Christmas carol in Byrom's writing is also reproduced. It has a somewhat crumpled appearance, because it is said that Dolly carried it in her pocket for a long time.

(To be continued)

Personal Notes

• **DR. WILLIAM R. ODELL**, for several years in charge of commercial teacher training at Teachers College, Columbia University, has accepted the position of Director of Secondary Instruction of the Oakland, California, Public Schools.

He began his new duties under Superintendent E. W. Jacobsen on September 1. He will have charge of the professional program of secondary education, which includes commercial education in the city schools of Oakland.

Dr. Odell's many friends in the East have been showering him with both regrets and congratulations. California, of course, deserves the best, but his friends in the East hope that he will return some day to be with them again. Commercial education may well feel proud of this signal recognition of one of its leaders in the field of school administration.

• **MRS. ESTA ROSS STUART**, of Teachers College, Columbia University, has been advanced to the position of Associate in Commercial Education.

Mrs. Kathleen B. Manley, who has been a Teachers College Fellow during the past year, will be an instructor in the Commercial Education Department at Teachers College this coming year. Mrs. Manley has been working with an experimental class in the teaching of shorthand.

• **THE THESIS** of Jay W. Miller, who received the degree of Master of Education from Teachers College of Temple University in June, was selected as outstanding, and Mr. Miller received a gold medal from Phi Delta Kappa, honorary graduate educational fraternity. Mr. Miller, who majored in psychology, took as his subject "Critical Analysis of Factors Significant in the Hiring, Training, and Remuneration of Salesmen."

Mr. Miller is the author of a textbook on salesmanship and of a teachers' manual. He is director of courses at Goldey College, Wilmington, Delaware, and treasurer of the National Commercial Teachers Federation.

ARTISTIC TYPEWRITING

Miss McGinn, who initiated this department two years ago, heads the typing department at Bay Path Institute and holds office in several professional organizations. It is interesting to note that some of her students, who began artistic typewriting as an extracurricular activity, are now selling their designs to advertising agencies for commercial use.



SEPTEMBER is at hand again, and the idle loom of education, which has been at a standstill during the summer months, slowly begins to revolve, gathering together the threads and weaving a definite pattern.

To the factory of progress this fall approach many newcomers, eager to run the loom and watch the shuttle weave back and forth, again and again. To the teacher of typewriting is given a new opportunity to instruct the students in the art of weaving, to teach them all the little intricate details that must be taken care of before the raw cotton can be turned into a finished product.

In other words, it is up to you to make the daily study of typewriting so interesting that the student will be able to learn every detail in order to realize his finished pattern; and every student's pattern will be different. Perhaps some will show snags or loose places where the threads haven't connected or an uneven border; but, once-in-a-while, a really perfect pattern will appear in which no one can detect a flaw.

Let this be your goal—to see how many perfect patterns can be woven during this school year. And may the use of artistic typewriting aid you in your quest.

• **INFORMATION** comes to us that the Tiffin Business University, of Tiffin, Ohio, graduated this year the largest number in the history of the school. Students from forty-seven different colleges and universities were enrolled during the year.

ARTISTIC TYPEWRITING

Margaret M. McGinn

Bay Bath Institute, Springfield, Massachusetts



TYPING FOR PERSONAL USE

J. Earle Wycoff

The ability to typewrite is no longer considered an accomplishment; it is becoming a necessity. Mr. Wycoff suggests methods of teaching personal-use typing; Mr. Foster appends comments

NOT a great deal has been done regarding the teaching of typewriting for personal use, and I am not going to attempt to give any final word on the subject, but I do want to throw out a few suggestions and propose an outline for a course in this important subject.

First, however, this question arises: "How is such a course to be worked into an already overcrowded curriculum?"

In Shenandoah (to take my own situation), there are two commercial teachers who have five classes each, daily, with an average of more than thirty pupils in each class. Out of a little more than one hundred beginning typewriting students, at least one-third will not take second-year typing; usually the drop-outs total nearer one-half.

In this group that will not take a second year of typing are: (1) seniors who want to learn typing for use in college; (2) juniors who are not taking shorthand but want another credit and think this will be an easy way to earn one; and (3) juniors who are looking ahead, like the seniors, to making personal use of typing skill.

Under the plan on which we are working, these pupils who register for first-year typing but not for shorthand will be put in class together, as far as that is possible. In this class, instruction will be given in several different lines in addition to the usual first-year drills, speed work, and business letters.

Our second-year typing has been open as an elective to any pupil who passed his first-year course. Under the new system, no pupils will be allowed to take second-year typing unless they are also taking shorthand—students who have received a grade of "B" or higher excepted. This will make it possible to admit general-course students who show possibilities for contest work.

Now, as to the actual content of the "personal-typing" course. It would not seem advisable to shorten the period of time usually taken for teaching the keyboard. It is just as essential for the student who is to take up a number of different types of work in the one year to learn the fundamentals thoroughly as it is for the ordinary first-year typing student.

After the keyboard has been completed, I would start the pupils first on those simple personal or social letters that custom rules may be typed. These would include informal invitations, thank-you and appreciation notes, congratulatory notes, and asking-for-information notes. Some etiquette could be worked in here, and the student might improve his manners without knowing it.

The semi-blocked style would be best for this sort of letter, probably, though the indented style should be used for a few letters to accustom the student to using both forms.

THE semi-social letters might well be followed by work in the blocked and semi-blocked form of business letters. While teaching the business letter, I should stress the letter of application, having the pupil write several original letters in answer to actual current ads for help wanted. It is often more important to a "general-course" student to be able to write a good letter of application than it is to the regular commercial student, for the latter often steps into a store or office in his home town without having to make a written application.

The use of words and correct punctuation should be stressed more in a personal-typing course than in regular typing. The question may come up, "How much of the English department's work should the commercial

department attempt to do or to repeat?" Perhaps this is beside the point, but I think you will agree that, all too often, one of the subjects least thoroughly taught in high school is English as it concerns grammar, sentence structure, and punctuation. So much time is given to the study of classics that the fundamentals are necessarily often neglected—and, when that is the case, it is up to the commercial department, if it is to turn out good commercial students, to supply, as far as it is able, the training its students lack. Particularly would such instruction be worth while in a course in personal typing, where the students will not have simple business-letter writing for the larger part of their work.

Perhaps all that will be necessary will be correction and discussion of original letters composed by the students. Other things that might be stressed with profit are division of words, words often confused, words often misspelled.

In teaching these latter phases, the teacher could give the class a list of words to be typed so as to show where they should be divided at the end of a line. The exercise could then be set up in three columns; the words themselves typed in the first column; in the second column, the possible divisions of the words; and in the third column, short, concise definitions of the words.

I think the last column, containing the definitions, more important than the second. When a student is working with words he doesn't understand, he is wasting time.

Exercises similar to the one above could be worked out for the other words and punc-

tuation rules the teacher wishes to stress.

And along with these exercises, almost without knowing it, the pupil has learned something about tabulation, how to make ruled lines on the typewriter (for, of course, you will want plain ruling dividing the columns of words in these exercises), and to use the tabulator in typing the words themselves.

ANOTHER project that should be taken up in a personal-typing course, and one on which a good deal of time should be spent, is outlining. Probably several different methods should be taught.

To start out, the pupil could be given an outline to copy, so that he will become familiar with the forms used. Then he might be assigned a chapter, or a number of short chapters, in some book to read and outline—the outline to be typed as a part of his work in typing.

In choosing a book for this purpose, care should be taken that the student will actually benefit by his reading and understand what he has read when he gets through.

Probably considerable practice of this kind should be provided, for the college student will have a great deal of this kind of work to do; and, while he may not bless you just at the moment, he will most certainly thank you later.

The student should be taught not only how to outline in the orthodox A-B-C order but how to summarize material briefly, in paragraph form.

After work in the outlining of printed material, an original theme or term paper should be outlined and written. In work of this kind, cooperation with the commercial, and English or social-science departments would be mutually advantageous.

In this work, too, more than one paper should be written, so that the student will really know how it is done.

With the outlining and writing of themes could be worked in methods of preparing a bibliography and the arrangement and correct use of footnotes and references.

If several such exercises are done, the student, when he gets into outlining in his college history and English classes, will feel that he is meeting an old friend instead of a mysterious stranger.



Mr. Wycoff, formerly head of the commercial department of the Shenandoah (Iowa) High School, is taking "time out" this year for special research. He has done graduate work at Chicago, Iowa, and Colorado universities. His series of brief-form review letters for short-hand teachers is scheduled to begin in the October issue of the **BUSINESS EDUCATION WORLD**.

In case the English teacher insists that she is the only one qualified to give instructions on bibliography and footnote arrangement, the typing teacher still has the task of teaching the correct typing forms for them.

While learning how to list references in the bibliography, the student also absorbs the elements of alphabetizing, which he will be able to use to advantage whether he goes to college or not.

NOTES taken on speeches, and then typed, should follow the outlining of printed material and the writing of original themes. For this phase of the work, students can be assigned to chapel speeches, lectures in history or English classes, or perhaps an occasional radio talk. If none of these methods is possible, it would be more than worth while for the typing teacher himself to spend perhaps half a dozen periods during the last semester in which to give talks on various phases of commercial work that would be of interest to the pupils, having them take notes to be typed later and handed in as a regular part of their class work.

During the time spent on this kind of work, instruction should be given in erasing, the pupil being permitted a reasonable number of *neat* erasures in his work.

There are a number of other things that might be included in a course in personal typing. The time spent upon these would vary, undoubtedly, with teachers and schools.

These projects would include typing on ruled lines (and, along with this, typing on cards), filling in orders on ruled mail-order blanks, copying recipes, listing points for debate speeches, and writing on paper the size and stiffness of government postal cards.

School programs, annual program leaflets for different societies, and menus—perhaps actual menus for some of the less important banquets of the year—might be typed by the class.

The centering and setting up of title pages, and probably the typing of club constitutions

and by-laws, should be given some attention, for the student may get just that job in some college or outside club, later on.

The copying of rough drafts, particularly longhand material, will be good training, especially if the pupil should ever want to pick up a little extra cash by typing his classmates' term papers.

The ability to make signs not found on the keyboard and practice in writing chemistry symbols may also be found useful by the student in the future. Many of the combinations that seem ordinary, and are taken as a matter of course by the teacher, will never occur to the student unless he is told how to make them.

Perhaps a little work in making designs and borders, especially original designs, would be worth while. And, if there is time, some instruction in manuscript typing and typing direct from dictation could be included.

There should be no speed requirement for a course in personal typing—the pupils are not taking it with the object of becoming *rapid* typists; they are taking it merely to learn how to type their own personal writings, whatever they may be; and, if the course is efficiently taught, the amount of speed necessary for his own work will be developed by each student.

Probably the course should be for a full nine-month school year. This would fit into most schedules with the least trouble; whereas beginning a new class each semester would, in the average high school, involve more work for the teacher, be apt to make the entire schedule harder to work out, and make it impossible for sufficient time to be devoted to the major problems of personal typing to insure their being well learned.

Some of the projects mentioned may seem unnecessary in a one-year typing course; but, on the other hand, one never knows in what way the pupil may some day need to be able to use the typewriter, and every different use that he learns, and learns well, is just that much more to his advantage.

How do the superior teachers of typing teach beginners? We take you into their classrooms for first-hand information, in a symposium starting next month. William R. Foster will comment on the series.

COMMENTS ON MR. WYCOFF'S PAPER

William R. Foster

East High School, Rochester, New York

TYPEWRITING will be a required tool subject."

This statement, among others, was made by a prominent academic-textbook author when I asked him what tendencies he saw in commercial education. He had in mind merely the practical value for vocational and personal use with this further idea: Handwork should go along with English, social studies, science, mathematics, physical training, fine arts, and character training. This author, highly trained in the classics, deplored his lack of training in the use of his hands in typing and the industrial arts.

Another recommendation for typing as handwork was recently given by the psychological department of one of our large colleges to a girl who was specializing in that department: "Do something with your hands. Play the piano or type—something to give you not only a change from your heavy book work, but also to round out your educational activities." In part, this is possibly what Mr. Wycoff refers to as the ability to coordinate mind and muscle.

It is interesting to compare the above statements with a prediction made in 1929 by an eminent physician and psychologist:¹

If the signs of the time are correctly interpreted, twenty years from now such subjects as typewriting, physiology, psychology, and household science will be found in the school curriculum with as much constancy as Latin and Greek were found twenty years ago.

I LIKE the course in personal typing Mr. Wycoff suggests. A one-year course makes an ideal arrangement to insure that the skills taught will "stick." Our Rochester outline calls for a one-year course, but at East High it has been found necessary to compress the instruction to one term, because of difficulties in scheduling a second term for those starting in September,

and because of the utter impossibility of scheduling any such class for those starting typing in January. (So many seniors take it that there are not enough pupils left to form even one class.) We don't, you see, confine ourselves to one term for the reasons given by Odell and Stuart.²

As to the content, we do not shorten the period for keyboard learning. While letters follow properly enough, we prefer paragraphs; then short articles with headings; and, finally, manuscript work on half sheets and then on full-sized paper with covers.

In Rochester, we have definitely put the letter of application in the English course along with much of the use of words and punctuation. We arrived at the same conclusion as Lomax,³ that "the typewriting class is not the place in which to give instruction in punctuation and spelling. Rather, the typewriting class is the place to apply the knowledge of punctuation and spelling which the pupil has gained elsewhere in his learning experience." Please don't embarrass me by asking about the complete success of the English teachers. I have always found, however, that division of words at line ends is uniquely a typing topic.

I commend the simple and effective way Mr. Wycoff presents tabulation, although I feel ruled lines might well be delayed a bit. Please note here and elsewhere Mr. Wycoff's use of the rule of incidental learning. Two Gestalt psychologists summarize a chapter on this as follows:⁴

The facts of incidental learning indicate that it is one of the major practical problems in educational practice, for more is learned in the course of solving problems, with no emphasis upon intent to memorize minor and insignificant relationships, than under conditions of drill.

²Odell and Stuart, *Principles and Techniques for Directing the Learning of Typewriting*, Boston, D. C. Heath and Company, 1935, p. 234.

³*Op. cit.*, p. 135.

⁴Wheeler and Perkins, *Principles of Mental Development*, New York, Thomas Y. Crowell Company, 1932, p. 383.

¹Fred A. Moss, *Applications of Psychology*, Boston, Houghton Mifflin Co., 1929, p. 433.

I can see Mr. Wycoff's point of view about there being no speed requirement in personal typing. The primary interest and value may be simply the ability to run a typewriter and know how to do the things for which a typewriter is used. Granted all this, and also that we should not be concerned with making such pupils speed champions, I still fail to see how the "necessary amount of speed for his own work will be developed by each pupil."

What is meant by "necessary"? *Essential; indispensable.* And who determines what speed is "necessary"? The pupil? The teacher? The business man? The college professor? Certainly the pupil wants all the speed he is capable of developing; a real teacher would not be satisfied with less. Maybe this is what Mr. Wycoff has in mind. In any event, for straight copying less than twenty net words a minute for five minutes at the end of a year's instruction should be regarded as failure; although, in all candor, it must be stated that a theme typed at any speed will generally insure the student's getting a higher mark. Our experience at East High coincides with what Odell and Stuart⁵ say regarding a half-year personal-typing course:

The average student should be writing more than twenty words a minute at least half of the time, and many students will be writing thirty words.

Mr. Wycoff presents outlining correctly, pedagogically, "The pupil will really know how it is done—not do just enough to confuse him."

I should imagine the cooperation between departments Mr. Wycoff refers to would succeed more readily in a small high school than in a large one. In some schools, a social-science teacher assigns papers an English teacher rates for English.⁶ Penmanship is often rated on notebooks or papers in certain grade school subjects; why not adapt the idea to typing, if it is administratively possible? Lacking this cooperation, I feel the typing teacher will be doing more English than typing instruction, many weeks.

A great deal of the *necessity* for outlining depends upon the college to which a pupil is going. I know of several that formally require their students to do none—the pro-

fessors put the outlines on the board. Of course, informal outlining skill for the student's own use in studying is valuable. I am sure a stronger case could be made out for manuscript instruction than for outlining, no matter what the college attended—and there would be no home work. (See Lomax, pp. 135-136.)

All the other projects Mr. Wycoff lists are both practical and appropriate. He doesn't mention a very common personal use of typing—composing at the machine—but then who has written anything about how this skill is perfected?⁷ He does, however, fail to include a rather necessary bit, that of setting up bills properly for personal services rendered and for supplies used. Perhaps you will recall what Professor F. G. Nichols wrote in the *Journal of Business Education* a year or two ago about a bill a college girl presented him for some work she had done. Like many a situation, it's really funny until you see the serious indictment.

"I Do It This Way"

• How do the superior teachers of typing teach that subject? THE BUSINESS EDUCATION WORLD has asked several of them to answer very definitely a group of questions regarding their method of teaching beginning typewriting.

Last year we asked the authors of the leading typewriting texts to discuss certain problems regarding the teaching of typewriting. This year we are going into the classroom and get first-hand information from the users of these authors' texts.

This symposium on the teaching of typewriting will start in next month's issue, and William R. Foster, the commentator on last year's series, will also act as commentator this year. This symposium is open to all teachers of typewriting. Feel perfectly free to send in your comments, addressing them to Mr. Foster, East High School, Rochester, New York.

⁵ An article by H. H. Green, on teaching students to compose at the machine, will appear in a forthcoming issue of this magazine.—Editor.

⁶ *Op. cit.*, p. 234.

Shorthand Methods and Materials

William R. Odell, Ph.D.

The first of a series of articles in which Dr. Odell will describe the salient points of ten teaching methods and materials developed in recent years

AT the outset, I should like to indicate the purpose of this series of articles and to describe the plan that was followed in organizing the material included in them.

Purpose of the Series. The purpose of the articles is to provide a brief but complete description of the salient points of the following ten shorthand teaching methods and materials that have been developed in recent years:

Brewington-Soutter's "Direct Method."
Barnhart's "Direct-Association Method."
McCredie's "Direct Method."
Frick's "Analytical Method."
Skene-Walsh-Lomax Method.¹
Zinman-Strelsin-Weitz's "Sentence Method."
Beers-Scott Method.
Munkhoff's "Direct-Writing Method."
Leslie's "Functional Method."
Odell-Rowe-Stuart's "Direct-Approach Method."

A hasty examination of the names of the ten methods listed above is sufficient to indicate immediately how confusing the whole matter of shorthand methodology has become in recent time. Few teachers have been able to keep pace with all the new developments that are involved in them. This series of articles is intended to review and summarize these new developments in methods of teaching shorthand, thereby assisting busy shorthand teachers in "catching up" in their field.

Plan of Organization of the Series. The plan of organization of this series of articles is to present the descriptions of these ten methods under carefully chosen topics rather

than as a succession of complete descriptions of each of the methods, one after another. This plan was adopted because each method comprises a number of parts or facets. Each of these parts becomes meaningful only as it is contrasted with the same feature of the other methods. For example, while five of the methods listed above are designated as "direct" methods, their sponsors disagree widely on both minor and major points concerning effective shorthand-learning procedures. Only by considering one at a time the variety of procedures advocated relative to each aspect of shorthand learning, can teachers discover the basic issues and problems that are involved.

The following are the topics under which the discussion of the various methods will be presented.

1. The types of material used.
2. The reading procedures advocated.
3. The writing techniques used.
- ✕ The plan for using the blackboard.
5. How generalization (the teaching of shorthand principles) is developed.
6. The home-study procedures used.
- ✕ Methods for measuring achievement.
- ✕ Procedures used for teaching transcription.

These eight topics represent the major aspects of shorthand learning. After the ten methods have been described under these eight headings, the reader should have a clear understanding of the basic differences between the various methods. He should be able to decide in connection with each item which procedure seems most satisfactory to him and, in the end, develop a method that will be most satisfactory to him.

The content of these articles is entirely based upon statements that the various authors have made about their methods.

¹The term "method" as used here is not strictly accurate, as indeed it is not in several cases above. This is true because several of the authors have confined themselves chiefly to the preparation of teaching materials and in some cases have not outlined complete teaching procedures.

Since in some cases the authors have not covered all the eight topics to be discussed in this series, the writer will be unable to include each method under each of the eight headings.

The ten methods listed above are not discussed in the same order under each of the eight topics. This change in sequence is necessary to make clear all the important contrasts between the various methods.

While no mention has been made up to this point of what is the most widely used method of all—the Manual method—several of the foregoing methods represent variations of it. Obviously, the topics listed above

cannot be adequately discussed without constant consideration of the Manual method.

In so far as possible, the series of articles represents an unbiased analytical description of the ten shorthand-teaching methods. The writer has conscientiously refrained from attempting to *evaluate* any method that he describes. As a further safeguard in this direction, each article in the series has been reviewed by the sponsors of the various methods discussed in it, in order to prevent possible misinterpretations.

It is the hope of the writer that this series of articles will prove useful to many shorthand teachers.

AN ANALYSIS OF MATERIALS

THE topic chosen for discussion first in this series is that of the *materials* used. This article will include an analysis of the type of materials used by Brewington-Soutter, Barnhart, McCredie, Frick, Skene-Walsh-Lomax, and Zimman-Strelsin-Weitz. The second article in the series will describe the type of materials used in the remaining four methods and will present a brief summary on the topic of materials for the teaching of shorthand.

In discussing the materials that have been prepared for each of the ten shorthand methods, three sub-topics will be considered: first, subject matter; second, vocabulary; and third, the plan for the development of shorthand principles.

1. BREWINGTON-SOUTTER MATERIAL

The first of the methods to be discussed is that of Ann Brewington, of the University of Chicago, in cooperation with Helen I. Soutter. The material that has been prepared by these authors for their method appears in their book, "Direct-Method Materials for Gregg Shorthand," Gregg Publishing Company, 1933.

Subject Matter. The subject matter covered by the Brewington-Soutter material has two basic purposes. In addition to developing shorthand skills, the material in the text is carefully chosen for its instructional value

in the training of secretarial workers. Thus, according to the authors, 40 per cent of their material consists of letters and articles containing specific suggestions as to how desirable secretarial traits and attitudes, as determined by Charters and Whitley,¹ are acquired. The remaining 60 per cent of the text consists of dictation material embodying general business and economic information that a secretary should possess. The following titles, selected at random from the text, illustrate this in concrete fashion.

TRAITS: The Secretary's Creed; Systematize Your Work; Good Manners.

BUSINESS AND ECONOMIC INFORMATION: Banking; The Law of Diminishing Utility; Means of Social Control.

In other words, each piece of material included in the text contains useful information in addition to providing a vehicle for developing shorthand skills.

The Brewington-Soutter material is, in the authors' words, "... of the thought-content level of a senior high school or junior college student." This is in sharp contrast to the McCredie material, discussed later in this article.

¹"Analysis of Secretarial Duties and Traits," W. W. Charters and Isaac Whitley, National Junior Personnel Service, Inc., Baltimore, 1924.

²"Direct-Method Materials for Gregg Shorthand," Ann Brewington and Helen I. Soutter, Gregg Publishing Company, 1933, p. 4.

Vocabulary.⁴ The vocabulary of the Brewington-Soutter text, according to its authors, was selected from the 10,000 most common words, exclusive of proper names, with at least 75 per cent of the words selected from the first 5,000 of the most common words in the early units. Horn's⁵ and Thorndike's⁶ word lists were the ones used for determining word frequency. The 10,000 most common words constitute well over 90 per cent of the total running words in all the material counted by both Horn and Thorndike. In addition, except in highly technical material, the first 5,000 most common words in general will run up to, and often will even exceed, 75 per cent of the total number of running words.

It seems evident from the above description that the authors do not incline toward the use of a narrowly restricted vocabulary. In fact, the vocabulary limitations as stated simply mean that the material is not highly technical in nature. Accordingly, the vocabulary of the Brewington-Soutter material undoubtedly is the most extensive of all the methods under consideration. This is what would be expected, of course, of material designed primarily for senior high school and junior college students.

Use of Shorthand Principles. The material included in this text is organized into twelve chapters, which parallel the Anniversary Edition of the Gregg Shorthand Manual. In all except the first, each chapter is divided into units as is the Manual. In each unit, a vocabulary was chosen in accordance with the following three principles:

1. At least 10 per cent of the running words are words teaching principles in that unit of the Manual.
2. Approximately 75 per cent of the running words are review words.
3. Not more than 8 per cent of the running words are written according to principles not yet learned.

⁴For the vocabulary of Brewington-Soutter, see p. 351 ff. in their text.

⁵"Basic Writing Vocabulary," Ernest Horn, Iowa University Monographs in Education, 1st series, No. 4, Iowa University, Iowa City, Iowa.

⁶"Teacher's Word Book," Edward L. Thorndike, Teachers College, Columbia University, 1921.

2. BARNHART MATERIAL

The second method to be discussed is that of the late Florence Sparks Barnhart and Earl W. Barnhart. The material that was developed for this method has not been published, but it was mimeographed and copyrighted and has been used by a number of teachers, as well as by Mrs. Barnhart in demonstration classes at Columbia University. The fundamental principles of the method are described in the three articles listed in the footnote below.⁷

Subject Matter. The subject matter developed for this method centers around the activities of high school students who are starting to learn shorthand. The material covers the following typical activities:

1. Learning to read and write shorthand.
2. Going to and from school.
3. How time is spent outside of school.

Thus the Barnhart material likewise has a double purpose. It develops essential shorthand skills, but motivates the process of learning shorthand through its appeal to the normal interests of the high-school-age learner.

Vocabulary. The vocabulary of the Barnhart material as far as it was mimeographed is restricted to the 1,000 most common words of the Horn list.⁸

Use of Shorthand Principles. The sequence of principles followed in the Gregg Manual is completely ignored in the construction of the Barnhart material. Instead of arranging each vocabulary so that it includes words written according to a common shorthand principle, the words for each vocabulary are selected on the basis of need for developing a paragraph related to the students' interests. Thus, outlines from advanced as well as

⁷"Research Materials for the Teacher of Shorthand," F. S. Barnhart, *First Yearbook*, Eastern Commercial Teachers Association, 1928, p. 165.

"Some Experience with the Direct-Association Method of Teaching Shorthand," F. S. Barnhart, *University of Iowa Research Studies in Commercial Education*, University of Iowa, Iowa City, 1929, IV, p. 8.

"The Reading of Shorthand," F. S. Barnhart, *American Shorthand Teacher*, October, 1930.

⁸*Op. cit.*

from beginning shorthand principles are used in each lesson from the beginning.

This plan of construction was adopted since, in the opinion of the authors of this material, shorthand principles, as such, need never be taught. This latter aspect of shorthand learning will be discussed at greater length in a subsequent article.

3. MCCREDIE MATERIAL

The third of the methods is that of Emma M. McCredie of the Chicago Public Schools. The material prepared by Miss McCredie is included in the "Primer of Munson Shorthand (Direct Method)," Lyons and Carnahan, 1925.

Subject Matter. The subject matter of the McCredie material likewise has two chief purposes. The material, of course, aims to teach basic shorthand skills, but, in addition, it was constructed so that it activates the study of shorthand. The material begins with a group of action words and sentences such as:

Lean back. Face left. Walk back to your seat. Stand up.

Following this, comes material that includes stories about famous persons, such as Lincoln and Washington; stories appropriate to important holidays; selected Aesop's fables, rewritten for beginning shorthand students; proverbs and rhymes; stories from the Bible; classics, such as "The Flying Dutchman"; anecdotes, etc.⁹

The material included in the McCredie Primer, according to a letter received by the

⁹"Teaching Objectives, Direct Method Shorthand," Emma M. McCredie, Lyons and Carnahan, Chicago, p. 11.

Dr. Odell is director of secondary education in the city schools of Oakland, California. For several years he was in charge of commercial teacher training in Teachers College, Columbia University. He is the author of several texts on commercial education and is editor of the 1936 E.C.T.A. Yearbook.



writer from Miss McCredie in September, 1933, "was designed in considerable measure for high school freshmen." Miss McCredie goes on to say that, since shorthand in few cases today is taught to such groups, if she "were preparing a reader for the higher level of today, my choice of material would reflect that greater maturity of the learner, but would, nevertheless, be of much the same type chosen for the Primer." She continues:

The difference in types may be sensed best, perhaps, in answer to the question, "Would the learner read the material in the text for the interest that inheres in the context itself or as a necessary aid to his mastery of shorthand?" Childish as the Primer is, I am still convinced that even a junior college student would be more likely to read its content for the sake of the reading itself than he would to read the formal content of some other texts. As a practical teacher, I know there is a distinct slowing up in the learning where the primary interest in content is lacking.

Vocabulary. The writer has not seen a comprehensive analysis of the vocabulary of the McCredie Primer material. His examination of the material in that text, however, showed immediately that the vocabulary is not confined to the first 1,000 most frequent words, as is the Barnhart material. Instead, it probably is fairly comparable to the Beers-Scott material in this respect. The vocabulary apparently does not go much beyond the commonest 5,000 words, except in rare instances.

Miss McCredie's own statement concerning the vocabulary of the first semester, during which time only her Primer is used, is, "Pupils should be held accountable for knowing the first 500 words in Ayres'" List of One Thousand (taken from the frequency scale—not alphabetic)."¹⁰ The statement obviously relates only to expected shorthand achievement and does not constitute an analysis of the materials included in the Primer.

The above interpretation of the McCredie vocabulary is substantiated by the following statement: "Pupils are not expected to remember the words practiced in Primer . . .

¹⁰"Measuring Skill for Ability in Spelling," Leonard P. Ayres, Division of Education, New York, 1915, Russell Sage Foundation.

¹¹McCredie, *op. cit.*, p. 3.

reading lessons; they will remember many of them, but the required vocabulary is built up systematically from . . . scientific word lists. . . ."¹²

Use of Shorthand Principles. The McCredie material "uses all major principles in all lessons from the beginning if the thought in the lesson is such as to require their use. In other words, shorthand principles are made vehicles for expression of thought instead of thought being made a vehicle for illustration of shorthand principles in what purports to be their logical classification under the rules method."¹³

4. FRICK MATERIAL

The fourth method for discussion in this article is that of Minnie DeMotte Frick, of the Oregon State Agricultural College. Her plan of teaching is described in her book, "Teaching Gregg Shorthand by the Analytical Method," Gregg Publishing Company, 1931.

Subject Matter. Since the purpose of the Frick material is different from that of the preceding authors, her text, "Analytical Lessons in Gregg Shorthand" (Gregg Publishing Company, 1924), does not include contextual material. Instead, it presents drill materials for the use of the shorthand teacher and student, usually arranged as lists of words or sentences. For this reason, no comparable statement is possible concerning the subject matter of her material.

Vocabulary. The vocabulary of the Frick material, stressing as it does the development of skill in initiating outlines, is not confined to the words of high frequency or to those found in the Gregg Manual. In fact, it is often necessary to make use of low-frequency words to secure the analogy or contrast desired.

Use of Shorthand Principles. Because the Frick text is designed to supplement the Gregg Manual, it exactly parallels the order of presentation of the principles in that book. Thus, "the busy teacher has but to open the book at a point correlating with the Gregg

texts and the lesson will be found prepared and ready to serve."¹⁴

5. SKENE-WALSH-LOMAX MATERIAL

The fifth method to be considered is that developed at New York University by Dr. Etta C. Skene, John V. Walsh, and Dr. Paul S. Lomax. Their method and materials are presented in the book, "Teaching Principles and Procedures for Gregg Shorthand," Gregg Publishing Company, 1932.

Subject Matter. Like the Frick text, this book does not include contextual materials in the same sense as developed by Brewington-Soutter, Barnhart, or McCredie. Instead, it contains word lists, sentences in which these words are used, and some paragraph and letter materials for review purposes. Therefore, no general statement can be made concerning the subject matter of the material.

Vocabulary. The vocabulary of the Skene-Walsh-Lomax material was selected to provide illustrations of all possible variations of each principle in the Gregg Manual. It includes all the words given in the Manual, and supplements these with other words necessary to illustrate other applications of each principle, as well as to give variety to the words that are used for developing each principle. For this reason, the words used are not confined solely to words of high frequency. To assist the teacher, however, the high-frequency words that are added to those from the Manual are clearly designated in the text.

Use of Shorthand Principles. From the foregoing, it is obvious that the Skene-Walsh-Lomax material is perfectly correlated with the units of the Gregg Manual.

6. ZINMAN-STRELSIN-WEITZ MATERIAL

The sixth method for discussion is that developed by Meyer E. Zinman, Roslyn E. Strelsin, and Elizabeth F. Weitz, of the Abraham Lincoln High School, in New York City. Their material is published in the text, "Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method," Gregg Publishing Company, 1934.

¹² "Teaching Gregg Shorthand by the Analytical Method," M. D. Frick, Gregg Publishing Company, 1931, p. 3.

¹³ *Ibid.*, p. 7.

¹⁴ *Ibid.*, p. 15.

Subject Matter. The materials developed by Zinman-Strelsins-Weitz do not conform to any subject-matter pattern. Since the subject matter consists of sentences and letters constructed to emphasize the use of words that occur under the successive principles of the Anniversary Edition of the Gregg Manual, there could be little uniformity in the topics covered.

The authors say, however, that "a definite attempt is made to present sentences that will touch the interests and needs of the pupils. The sentences used are such as might occur in the correspondence of the various businesses conducted in the high school (such as the school store, lunchroom, etc.) or in letters dictated by their future employers."¹⁸

Vocabulary. Since the chief purpose of

these materials is to furnish drill upon words from the Gregg Manual and other words illustrating the use of shorthand principles, less attention was given to the frequency of the words used than in the case of some other methods. Some relatively low-frequency words had to be used to carry out the purpose, just as in the case of the Frick and the Skene-Walsh-Lomax materials.

Use of Shorthand Principles. The above analysis of the Zinman-Strelsins-Weitz materials indicates closely that this text exactly parallels the units of the Gregg Manual.

[Next month Dr. Odell continues his analysis of materials used for shorthand teaching, with reference to the following methods: Beers-Scott, Munkhoff, Leslie, and Odell-Rowe-Stuart.]

CULTURE—A VALUED BUSINESS ASSET

G. Bromley Oxnam, D.D., LL.D.

This is the third of a series of articles explaining the nine positive qualities of culture which Bishop Oxnam maintains are needed for the preservation of democracy

CULTURE is not a matter of the intellect; it has to do with the emotions. No man is cultured who lacks refinement of taste, an appreciation of beauty, and a delicacy of feeling. These are qualities of the heart, not of the head.

What is good taste? The answer may be found in part by studying those examples of architecture, painting, printing, interior decoration, poetry, drama, and music that are generally regarded as representing good taste—examples that have lived and will live.

For instance, my younger son and I climbed a hill in Athens one night and sat together upon a giant block of stone which,

centuries ago, had been a section of a column in the Parthenon. We talked but little that night. Slowly, there stole upon us a deeper appreciation of the Greek conception of good taste. The Greek saw good taste in simplicity and restraint. He insisted upon proper proportion. For him, the ornate was ugly, and ugliness was painful. He demanded that a building tell the truth; if it were a temple, then its very architecture must speak the word "temple." He called for honesty in structures. There could be no sham columns, for columns were to carry weight. Every essential must be present, the non-essentials absent.

Let us examine two leather-bound books. One, made to sell to a man who insists upon leather-bound volumes to fill his bookshelves, reveals the work of the machine; there is no personality evident; no one has studied color

¹⁸ "Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method," Zinman-Strelsins-Weitz, Gregg Publishing Company (1934) p. 4.

Dr. Oxnam is a distinguished writer and platform speaker. This article, the third of a series,¹ continues his interpretation of the positive qualities of culture that he believes are needed for the preservation of democracy.

This summer, Dr. Oxnam was elected Resident

Bishop of the Methodist Episcopal Church for the Omaha Area. For the past eight years he has been president of DePauw University. He holds eight academic degrees, has published several books, and has been a member of important delegations to foreign countries, among them Japan and Russia.

combinations, typography, proportion. The book is hideous, for all its leather garb. The other volume was bound by Sangorski and Sutcliffe, a firm that has treasured the traditions of good book binding. The leather was selected with great care. Craftsmen wrought their secrets into the book. The tooling is perfect. Proper lettering, not too large, not too small, not too conspicuous, not too inconspicuous!—Is it a volume of the Rubaiyat? Then there is an Oriental suggestion present, perhaps in geometrical design. Is it a rare little volume of the Beatitudes? It is bound in turquoise blue; the design is very plain—perhaps a cross.

Bad Taste—Sales Resistance

But, someone will ask, why should a secretary or a bookkeeper or a typist waste time studying examples of good taste? Better read a volume on office methods or memorize brief forms. No! The person who has learned of good taste from the best exponents of taste becomes an incarnation of good taste. The office becomes an expression of good taste, and good taste never offends.

A person who has never heard of Ghiberti's bronze doors, Michael Angelo's frescoes, or Raeburn's portraits responds to their beauty often more truly than the person of sham whose knowledge of art is found in Baedeker.

Some offices are workshops, well-arranged and efficient; some are workshops, disorderly and offensive. Some men have never seen the value of good taste in office equipment. An oak chair stands by a mahogany desk; a cheap color print hangs upon the wall, or a hideous calendar advertising anything from cigarettes to fire insurance. The rug may be ragged. The secretary may chew gum. I seldom see secretaries doing that, but I do see them wearing ill-fitting clothes, careless and

slovenly, hair awry and sometimes hands none too clean. All this shows bad taste, and it creates sales resistance.

On the other hand, some offices leave a pleasant memory. Harmony in color is an expression of good taste. In an office I know, in Chicago, hangs a very beautiful painting done by Innes, America's greatest landscape painter. There is another painting by Monet. The walls are oak panelled; the furniture is carefully selected. The office speaks of a man of good taste, successful and gentlemanly.

But Innes and Monet cost money, and so do oak panels. Fortunately, it is not necessary to own the treasures of the art world to bring good taste to the office. The five-and-ten-cent stores carry glass vases of real beauty. Are office flowers in such a vase—or in a fruit jar?

Clean bodies and fresh clothes, neatness and order, cost but little. Good taste breaks down sales resistance. But much more than that, acquaintance with examples of the best has a tendency to re-create far more truly than does the customary recreation that means little more than the movie and the dance, both of which have their place if the Greek law of proportion be observed.

[To be continued]

• DR. STEPHEN ELLIOTT KRAMER, first assistant superintendent of schools for the District of Columbia during the past twenty-one years, died on June 11 after a heart attack.

Frank W. Ballou, superintendent of schools, said of him: "It is impossible to measure fully the worth of this beloved school leader in the growth of the schools and to recount adequately his contributions to the education of the youth of the city."

Dr. Kramer had devoted forty-six years of arduous work to the development of the schools in the nation's capital.

¹ Adapted from Dr. Oxnam's address before the National Commercial Teachers Federation at its 1933 convention.

WORDS THAT NEED WATCHING

Maurice H. Weseen

The ear deceives us, because many English words sound alike. The author strips some of these verbal villains of their masks and long black cloaks. Here is an interesting way to build a richer vocabulary

ARE you a careful pronouncer? Are you a careful observer of the pronunciation of others? Try yourself out on *allusion*, *elusion*, *illusion*, and the corresponding verbs, *allude*, *elude*, and *illude*.

An *allusion* is an indirect reference or hint. It is different from a direct and open reference. The person who alludes to something refers to it indirectly, often by implication rather than by open statement. He often alludes to things that are relatively unimportant in the matter being discussed. In such cases, allusions are incidental or casual references, mere mention made in passing. Careful speakers and writers do not use allude as a general substitute for *refer*, or *allusion* as a general substitute for reference. They refer to specific and definite statements, persons, information, and sources. For instance:

"I *refer* you to Mr. Blank, the manager, who has often *alluded* to his desire for better help."

There was a time when *elusion* was a synonym of *illusion*. But that time is past. In present use, *elusion* invariably means escape or evasion. We are all familiar with the news report that a criminal or a suspected person "has eluded the police." We are also familiar with the report that one person "eluded a blow" aimed by another.

But physical escape is not the only form of elusion. One may elude an obligation of any kind. Debtors often elude theirs. Many people are eluding the law in many ways. A word or a fact that we cannot remember when we are trying to do so is said to elude us. A word that is difficult to define is said to elude definition. A scene that is difficult to describe is said to elude description. Such a person, word, or scene is said to have elusiveness. A

contemporary woman writer tells us that "men are constantly liberating a smoke screen as to the elusiveness of the female."

An *illusion* has been defined as "something that isn't there." This definition gives the basic meaning of the word, although it may be somewhat too inclusive. Scientists distinguish normal illusions, such as those that depend upon ordinary sense perception, from abnormal illusions or hallucinations, which characterize insanity. Certain optical illusions are entirely normal. The mirage is an illusion experienced by most people at one time or another. Other forms of apparition are less frequent. Beyond the physical sense, an illusion is a false idea or conception or impression. One who has been deceived by such a notion is said to be under an illusion. Certain people seem to be under the illusion that they can reform the whole world. This illusion is a fallacy. Many other illusions are equally fallacious. According to a recent work, "The idea that women have been the sheltered sex is an illusion of the masculine mind." In all senses, except that of a certain kind of lace, an illusion is the opposite of actuality and reality.

The verb *illude* is obsolete in the sense of evade or elude, and it is rarely found in present-day English. It does occasionally appear in the sense of deceive or delude, but this usage is not in very good standing.

Affect—Effect

Every speaker and every writer needs every day the words *affect* and *effect*. The daily misuses of these common words are innumerable. Dictators who know the distinction and are perfectly sure which word they

wish to use might help matters somewhat by exaggerating the initial vowels. Too often the dictator himself is in doubt about this matter and is unwilling to assume full responsibility for a definite decision, so he mumbles something that is halfway between and passes the responsibility on to the stenographer.

Affect is always a verb. That is the first thing to remember. Its chief meaning is to influence. A person's habits affect his health, the supply of a commodity affects the price, and a political campaign affects business. *Affect* also means to feign or "to put on." Ignorant people sometimes affect learning; insignificant people have sometimes affected great importance. To engage in such pretense is to make a display of affectation. Such a display never leads to a feeling of affection. An affected person may be one who has been influenced in some way or he may be one who pretends to have some quality that he has not. The context should help one to determine which. An affected person who magnifies his own virtues has perhaps been affected by earlier compliments that have been paid to him upon those virtues.

Effect is known to everyone as a noun meaning result, consequence, or outcome. We are constantly trying to link effects and causes. We want to know what caused a known effect and we want to predict the future effects of known causes. If *effect* were always a noun as *affect* is always a verb, matters would be simplified. But *effect* is also a verb. As such it means to accomplish, to produce, to carry out, to bring to pass, or to complete. Two warring nations effect a compromise. The Labor Party has effected great

reforms in England. In order to effect the desired results, we must use the proper methods.

Will the reader permit a parting allusion to the widespread illusion that indefinitely extended elusion of the speech problem by those who affect indifference or superiority has no evil effect? If these people would effect some improvement in their speech, this improvement would affect all of us and we should all benefit by the wholesome effect.

[Mr. Weseen will continue this series next month.—*Editor*.]

Personal Notes

• A STATE-WIDE organization of commercial teachers is being formed in Michigan. Dr. Eugene B. Elliott, State Superintendent of Public Instruction, launched the movement. The organization has been handled by that office under the leadership of George H. Fern, Assistant Superintendent of Public Instruction, and Wesley Beadle, High School Inspector.

The state office is being assisted by the following committee: Chairman, J. M. Trytten, University of Michigan; Clyde W. Kammerer, Detroit Central High School; Miss Merle Merritt, Flint Northern High School; Robert K. Orr, Lansing, Wolverine Insurance Company; G. G. Price, Battle Creek Vocational High School; Miss Willamena Ribbink, Rochester High School; R. B. Peterman, Lansing Eastern High School; K. G. Merrill, Ferris Institute, Big Rapids; S. B. Norcross, Kalamazoo High School; F. E. Robinson, Central State Teachers College; H. E. Ten Eyck, Bay City Junior College.

• THE *Gregg Writer* announces that its first teachers' shorthand medal test for this year will appear in the October issue of the BUSINESS EDUCATION WORLD.

Instead of having only one medal test each year, as has been the custom in the past, the *Gregg Writer* will publish three tests this year—one in October, one in January, and one in April. This change has been made because many shorthand teachers have asked to be given more than one chance to qualify for the medal.



Mr. Weseen is associate professor of English in the University of Nebraska, whence came his A.B. and A.M. He is a Phi Beta Kappa and the author of many magazine articles and several standard books on English usage. He conducted the first radio correspondence course ever given.

Modernization of housing, equipment, and curriculum is a major need of business education. In a series that began in the April, 1936, B.E.W. (page 613), a number of up-to-date commercial departments are being described by their administrative heads. This month we bring you Stockton (California) High School and its efficient vice-principal and commercial department head, Laurance N. Pease. For many years, Mr. Pease and his associates have been carrying on a most effective program.



Send the B.E.W. the names of other commercial departments which, in your opinion, have modern equipment and efficient arrangement of floor space.

MODERNIZING BUSINESS EDUCATION

Laurance N. Pease

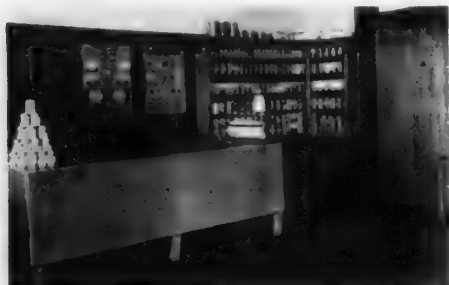
ECONOMIC geography is of particular interest to the students of the Stockton (California) High School because of the constant shipping activity around them. Stockton is a busy inland port about sixty miles from San Francisco Bay. Ocean-going vessels are in port every day, loading fruits, cotton, and other commodities.

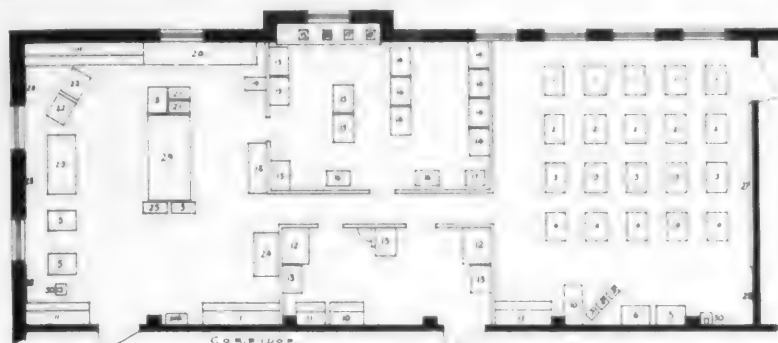
A view of the economic-geography classroom is shown at the top of this page. The room is equipped with a motion-picture projection machine, which is used at least one day each week with films chosen to illustrate phases of the work.

Economic geography is a tenth-year subject in the commercial department. Vera Cobb

Cass, who conducts the course, spent five years in the Orient and has traveled around the world. She wrote the thesis for her master's degree on Port Stockton.

The pictures at the bottom of this page show the retail-selling room. You will notice the counter, on which are a cash register and wrapping materials. The empty cans displayed on the shelves have been carefully selected to show the different sizes and the meanings of the various labels. Cannerys have cooperated with us in supplying the cans, and have also given us catalogs, containing explanations of brands. It may interest you to know that the California Packing Corporation (owner of the Del Monte brand) markets





PLAN OF OFFICE APPLIANCE ROOM

Scale
0 1 2 3 4 5 6 7 8 9 10

STOCKTON HIGH SCHOOL

— Reconstructed from the original by J. H. D. D. D.

LEGEND

- 1 Underwood Typewriter
- 2 No. 10
- 3 No. 10
- 4 L. C. Smith
- 5 Typewriter
- 6
- 7 Dictator
- 8 Transcriber
- 9 Shaver
- 10 File
- 11 Cabinet
- 12 Desk
- 13 Table
- 14 Burroughs Calculator
- 15 Monroe

- 16 Dalton Calculator
- 17 Burroughs Adding Machine
- 18 Dictionary
- 19 Photograph
- 20 Cabinet
- 21 Type Rack
- 22 Mimeograph
- 23 Mimeograph
- 24 Flat Dillo
- 25 Rotary
- 26 Gardner Adding Machine
- 27 Blackboard
- 28 Bulletin Board
- 29 Assembly Table
- 30 Telephone

thirty-five different cans of asparagus. There is plenty of material to study in the grocery business!

This room is fitted up to look like a store rather than a classroom. We use magazines more than textbooks. The second picture shows some of this instructional material. Marguerite Hubbell, who was trained in the Prince School of Salesmanship, Boston, is in charge of retail selling instruction.

The floor plan of the office-appliance room lists the many machines used. The pictures

on this page give an idea of the arrangement of our adding and calculating machines and duplicating devices. We do a great deal of duplicating work for the teachers. One employed clerk gives her entire time to this activity.

Our choice of typewriters is based upon those used in local business houses. We try to apportion the various makes to approximate, as nearly as possible, their representation in local business offices. We use 150 typewriters for instructional purposes.



Case Studies in Business English

E. Lillian Hutchinson

Miss Hutchinson begins, in this issue, a series of helpful articles on English. For her first contribution, she has chosen to study errors in punctuation in letters actually written by students

LAST year, I had the privilege of serving as one of the judges in the Frailey business-letter-writing contest which appear monthly in the B. E. W. Thousands of letters passed through my hands. The letters were truly remarkable from a structural point of view—far better, I know, than anything I could have written at the age of these writers. In the great majority the subject matter was logically organized and effectively presented, the paragraphing was correct, the vocabulary accurate, and there were astonishingly few errors in grammar.

The flaws that did exist, however, were the very ones that stenographers and typists should not make—inaccurate, incorrect, and inconsistent punctuation; misspelling; and word confusions—for, after all, the majority of stenographers do not compose the bulk of their letters. The composition is someone else's. What they *are* responsible for is the outward dress of the letters they transcribe.

Now of course the students who so proudly submitted these evidences of their best work were entirely unaware of these errors, or else they surely would have eliminated them from letters entered in a contest.

Then I "got to thinking" how teachers would appreciate the opportunity of reading some of these "case studies" as material for their transcription classes and for supplementing their Business English text material. Of course, it was not possible to make the letters available, but, thought I, perhaps the errors can be grouped and presented in some usable form. I, therefore, began rereading the mass, with this purpose in mind. The results will be presented in a series of articles in the B. E. W., of which this is the first. Teachers of business English and of tran-

scription will not need suggestions for the most effective way in which to utilize this material—in projects, as exercises, for black-board work, or in diagnostic tests.

The Most Frequent Error

As the comma is the most frequently used mark of punctuation, it is only natural that it should be incorrectly used more often than any other mark. It was in these letters.

Probably the much publicized warfare between the adherents of "open" and of "close" punctuation is in some measure responsible for many of the comma errors, for it is the mark most affected by "open" punctuation. People have come to believe that, because it is "modern" to use a light style of punctuation, this means that punctuation marks may be omitted indiscriminately here and there, as the fancy dictates. This is not true. Whether punctuation is sparingly or freely used, it must be used correctly.

The purpose of all punctuation, of course, is to make the meaning of sentences unmistakably clear—to make plain the grammatical structure, and consequently the sense of the sentence.

THE letters reviewed showed that students, by and large, do not understand that commas should be used for setting off parenthetical or out-of-order elements in a sentence—either words, phrases, or clauses. Case after case was found where the comma was omitted, either preceding or following the interpolated element. In many cases both commas were omitted.

Here are some examples of incorrect punctuation. The words that should be preceded and followed by commas are italicized.

We are indeed, grateful to you.

We are always interested in our customers and whenever possible, make settlement to their satisfaction.

Would you ask us to put our rules and regulations on the shelf *so to speak*, to give you what you ask?

This, as you will readily see would be the ruination of our business.

I find myself in a serious predicament, for you, one of my valued dealers ask a favor I cannot grant.

I have no doubt but that he would make an admirable secretary for me especially in view of the experience he has already had.

You will be interested in learning that out of every ten young women applying to us, there is usually but one eligible from all standpoints.

I feel certain that with his personality, he is capable of establishing himself in a satisfactory position.

Don't you think so too, Mr. Simonds?

It is only too true my friend, that life is a game. The premium is so small in amount as compared to protection, that one should not hesitate.

No doubt you too have been similarly placed.

That is the reason as a matter of fact that the last girl left.

In endeavoring to correct these errors, the teacher should try to develop in students a "feeling" or awareness of these wedged-in elements, by pointing out that such words, phrases, or clauses mark a distinct break in the continuity of thought or grammatical structure of the sentence. Show that these commas come in pairs (except, of course, when the element appears at the beginning or at the end of the sentence, when only one comma is needed). A visual demonstration

of the commas as two hands holding in the words will sometimes make the point clear.

A GREAT many of the letters violated the rule that a comma should be used in a compound sentence to set off independent clauses joined by a conjunction. Here are some examples:

Your letter did not reach our office until January 20 and it was not postmarked from your town until January 19.

Fair dealing with all must be considered in every business and that is our policy.

Your check was dated January 15 but the envelope was not postmarked until January 20.

We appreciate your influence in inducing your friends to take policies and we do not wish to lose your friendship.

We know how involved money matters are at the first of the year but we received no letter stating that you even wished or intended to renew.

We have given the matter of your overdue account serious consideration and we find that to extend further credit would be strictly against the rules of our company.

It always pleases me to get in touch with you and I know that you will be satisfied with Mr. Kane's decision.

He has an equal opportunity with the other applicants and Mr. Jones informed me that he has yet to check up on educational qualifications.

I spoke to the credit manager myself and we both decided you would understand the situation if we explained it fully.

Students should be told that a comma is inserted between the clauses of compound sentences simply to divide, at a logical place, what would otherwise be a very long sentence. When *but* is the coordinating conjunction, the comma emphasizes the contrast to come. When *and* is the coordinating conjunction, the comma often prevents the possibility of mistaking, for a moment, the material that follows the *and* as being one element of the first clause. The next to the last sentence quoted above illustrates this point.

Students should be cautioned that no comma appears unless *both* the clauses are complete with subject and predicate, and that in very short compound sentences no comma is needed between the clauses.



Miss Hutchinson is a graduate of Vassar; assistant editor, Gregg Publishing Company; co-author of "The English of Business" and other books; author of numerous articles in the *Gregg Writer* and the *B.E.W.*; member of the Book Clinic of the American Institute of Graphic Arts. She enjoys entertaining, and her hobby is "feeding people."

The Lamp of Experience

Harriet P. Banker, Editor

Patrick Henry said, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Through this department, teachers benefit from the experience of their colleagues

WE are indebted to Sister M. Alexius, of the Aquin High School, Freeport, Illinois, for a typewriter-mechanism test and for the golf-course device shown in the accompanying illustration. She describes the golf course as follows:

Bright orange chalk is used for the lettering and numbers. The very short strokes representing grass on the golf course are made with green chalk. The names of participants in the contest are listed at the left.

Students who succeed in writing a five-minute timed test without an error have their names written in Hole No. 1; those having one error, have their names written near Hole No. 1; and those having two errors find their names written further away. If a student has made more than two errors, his name does not appear on the chart. He is told that his ball was lost in the underbrush near the course.

Each day, a five-minute timed test is given. If a student whose name already appears in Hole No. 1 writes the test without error, his

name is written in Hole No. 2, and he is ready to try for another perfect paper and the advance to Hole No. 3. The contestant reaching the ninth hole first wins the contest.

I GIVE the beginning typing class a mechanism test in about the fifth week of instruction, observing the following plan:

A typewriter is placed on a demonstration desk at the front of the classroom. Individual slips, one for each student, are placed face down at the side of the typewriter. As each student comes to the front of the room, he draws a slip, on which are typed two or three questions pertaining to the mechanism of the typewriter or to other facts learned in the typewriting class.

The following examples are typical of the questions asked:

Tell the class the difference between "touch" typing and "sight" typing.

Name your fingers and tell what letters are typed with each.

Where is the carriage-return and line-space lever, and what is its function?

Show the class how to remove a sheet of paper from the typewriter.

Give a two-minute talk on the history of the typewriter, mentioning important facts.

Point to the paper side guide and tell its function.

Demonstrate to the class the correct home position.

If a student is unable to answer a question, another student may answer for him.

My students are very much interested in this kind of test. I find it helps them to remember what they learn about the mechanism of the typewriter.



AN UNUSUAL TYPING MOTIVATION DEVICE

Projects—and a Puzzle

• I HAVE USED with considerable success the following projects in my classes in "Introduction to Business."

Project 1, Office Etiquette. For the first project, each student prepared a poster illustrating some point in office etiquette, such as posture, courtesy, dress, etc. Some of the posters were made from illustrations cut from magazines, with original captions appropriate to the subject pictured; others contained no illustrations but were strikingly and attractively worded. Credit was given for originality as well as for thought.

Project 2, The "Ten Commandments." The ten traits listed in their order of importance were: Cleanliness, Poise, Honesty, Correct Posture, Courtesy, Personality, Accuracy, Promptness, Alertness, and Will Power. Each one was subdivided so as to itemize the necessary characteristics and qualities to be developed.

Project 3. In the third step, the students worked together in groups of two or three (depending upon the size of the class), concentrating their attention on the acquisition and development of some particular trait. Original stories in conversational form were written and subsequently acted by the students as their projects during this work.

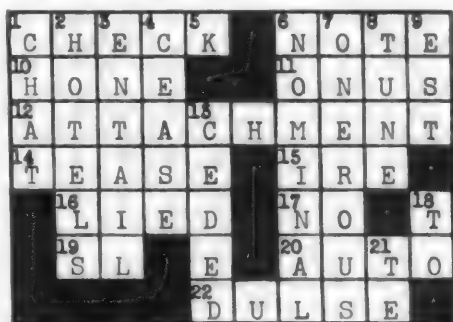
The final project consisted of a discussion period. Each student made a list of five questions for discussion and solution in class.

The results obtained from these projects were most gratifying. They encouraged the students in their efforts to overcome self-consciousness; brought about a spirit of co-operation and friendliness, which has helped me to aid the students in many of their personal problems; and helped them to evaluate their home, school, and personal associations.

Crossword Puzzle

As a means of teaching a business vocabulary, I used a blackboard crossword puzzle, drawing an indefinite number of lines both across and down the board. Each student in the class suggested a business term that had previously been used in the course. These terms were written in the squares on the

chart and each was numbered. We tried to make words interlock wherever possible. This process of building words from the puzzle continued until a considerable number



ACROSS

1. A negotiable instrument.
6. An acknowledgment of debt.
10. To sharpen.
11. A burden.
12. A legal seizure.
14. To comb, as wool.
15. Anger.
16. Prevaricated.
17. A negative.
19. Without place (abbr.).
20. Combining form meaning self.
22. Seaweed.

DOWN

1. An informal conversation.
2. Inns.
3. To limit an inheritance.
4. Stop.
6. Existing in name only.
7. Burdensome.
8. Harmony.
9. A business concern (abbr.).
13. Granted.
18. Preposition.
21. Topographical Engineer (abbr.).

of terms developed. Then I blocked off the spaces that had not been used. Next, we set up two columns for descriptions, one headed "across," and the other, "down." Under these headings, we described the terms, numbering each description to correspond with the word to which it referred. The description of the term itself or its thought had to be original. Book definitions were not permissible. This gave me an opportunity to learn the degree of the students' accomplishment in understanding the terms.—*Lawrence G. Mason, Bloomfield (New Jersey) High School.*



A GROUP OF COMMERCIAL EDUCATORS FROM HOLLAND

Directors of Institute Schoevers Ltd. visiting the United States. Picture taken in the private office of John Robert Gregg. Let to right: H. G. Van Brinkom, Amsterdam; H. A. Hagar, General Manager, The Gregg Publishing Company; Miss M. S. L. Lanen, Rotterdam; A. A. Schoevers, The Hague; Gilbert De Zilwa, The Hague; W. W. Renshaw, Manager of New York office, The Gregg Publishing Company.

AMONG the many visits paid us by our friends from all over the world, we recall with special pleasure the few days spent with Mr. A. A. Schoevers, managing director of Institute Schoevers Ltd., a chain of large private business schools in Holland, Mrs. Schoevers, and three of the school directors, Miss M. S. L. Lanen, of Rotterdam; Mr. H. C. Van Brinkom, of Amsterdam; and Mr. Gilbert de Zilwa, of The Hague.

Mr. and Mrs. Schoevers have been spending the past year in a tour around the world, and he invited his managers to join them in New York City for a tour of the eastern states before returning to Holland.

Mr. Schoevers is very much interested in the further development of motion pictures as an aid to commercial education and has perfected several films of outstanding merit for use in his schools.

Before our friends left for Holland, we

asked them for a brief statement of their impression of New York City. We pass it on to you just as it was written informally in our office by Mr. de Zilwa.

"A first impression of New York City is overwhelming. The great big buildings, the traffic, the lights, are things that make a lasting impression on the mind.

"But it would be doing the Americans an injustice to say that this is all. Behind the structures of steel and stone, behind the rush and hurry of the life that goes on here, there is the American himself. We discovered that the greatest thing in this wonderful country is the human heart that opens out to the stranger.

"American efficiency has been boosted enough. We wish to emphasize the human quality expressed in the friendliness and hospitality shown us everywhere we went.

"So au revoir, and not good-bye."

YOUR STUDENT CLUBS

Robert H. Scott

The important point about student clubs, says Mr. Scott, is not their place in the curriculum but their important possibilities. This is the first of a series of ten articles on the organization and management of school clubs

SCHOOL clubs are not extras. They are social activities. They supplement, rather than supplant, the course of study. Since the beginning of man's existence, society has played an important part in his life, and, sponsored or unsponsored, we will always have "get-togethers," for man is gregarious.

School clubs and club ideas should and do grow out of the work of the school. Why not guide and direct students in doing better something that they are going to do anyway? Here is an ideal opportunity to reveal higher types of activity and to create a desire for them.

We like to think of our boys and girls developing fourfold in school—intellectually, physically, spiritually, and socially. Boys and girls can and should live in a social world filled with possibilities for learning by doing and accomplishing through meaningful individual and group experiences, instead of imbibing more or less perfunctorily the accumulated knowledge of the past.

There can be no doubt that the social-activity period contributes more to the spirit-

ual and social development of the high school student than any other phase of our course of study. Here, students receive training for leadership. They learn to cooperate—and cooperation is essential for good citizenship.

CLUBS should be organized with care and only after due consideration. Sometimes clubs go to seed and hang on too long after they have served their purpose. A planned program and a little routine will often hold together an otherwise raveling club. Inadequate financial backing has caused many promising clubs to disintegrate prematurely.

An important point is never to worry about a club failure. Never hesitate to disband a club. Start a new one or ride along until another need is felt.

Many club sponsors will hold together a tottery club until the bitter end. I suppose they are afraid of their supervisors. Such a fear will really grow gray hairs, nourish the childish inclination of students to regard the teacher in an unfriendly light, teach them to loaf, and make the social activity more *extra-curricular* than ever.

Teach commerce the best you know how; be enthusiastic about it; make it as practical as possible; let your students suggest and build their own course of study—and a new club will soon be the result.

Forthcoming articles in this series will deal with these subjects: Organizing a club; the club program; the club finances; the problems raised by school clubs; teaching and learning club participation; the complete club record; rating school clubs; to affiliate or not to affiliate; source material for clubs.



Mr. Scott, who, as you may have guessed, is very much interested in student clubs, teaches in the Dunbar (West Virginia) High School. He obtained his M.A. this summer from the University of West Virginia. His forthcoming record book for club secretaries, to be published soon, will be a unique contribution to club work.

HELLO, my letter-writing friends! Did you get the most out of your vacation? Did you catch the biggest fish, make a hole in one, or pilot a canoe down the river? Did you recruit enough vitamins to repulse the microbes that will be chasing you next winter? Did you come back determined to be a leader—in the classroom and out of doors? I hope so. Ours is a world of action, more so all the time. The competition is getting stronger. No place for lazy bones. The fellow who won't stretch his stride is last in the race.

When I went to high school—I won't tell you how long ago—one of the pet grumbles was against study. "What's the use of this old stuff?" we would say. Well, I found out later that the fellow who won't work hard in school is only cutting off his own nose to spite his face. Take English, for example. Where would any modern business man be without a large vocabulary? Without knowing how to use it in speech or in his letters?

These letter problems that you will get in the BUSINESS EDUCATION WORLD are all practical. They come up every day to plague executives in modern business. All you can find out now about the writing of business letters will be of help to you in the days to come. You should really dig into these problems. The practice you get will pay dividends when you are trying to earn your own bread and butter.

Of course, there are cash prizes for the winners each month. That adds zest to the game. But the big thing you will get out of trying to solve these problems is *knowledge*—knowledge that will come in handy when you step from the schoolroom to a place of business. I'm not talking through my hat when I tell you that. For more than twenty years, I have been in business. I have seen many young men and women handicapped because they could *not* write good letters. So come on and get into this contest just as soon as the starter's gun is fired. Stay in your lane and take every hurdle until the tape is reached next spring. *Answer every problem.*

"Will the business letter contest win of many readers last June. Our report is—and better than ever. Thousands in Mr. Frailey's contest, and his prizes. With this issue, the B. E. W. cash awards for the winners, and principles of effective"

THIS year, we are going to follow a new plan—more interesting, I think, than the old. We are going to imagine that we work for the Colonial Manufacturing Company, located in Rochester, New York. Each problem will have something to do with that company. In this way, you will get an idea of the various matters handled by correspondence in the various departments of the average American business. In other words, while solving the letter problems, you will also learn something about office organization—how each department functions in relation to the others.

Originally, our imaginary firm was called the Colonial Watch Company. That began in 1847, when Walter Winthrop started the business in a shed, with one work bench and a few tools. The old fellow would probably sit up in his grave if he knew that the plant now covers two acres of ground and that a great many things are being sold besides watches.

It is true that for sixty years the company made nothing but watches. Then, after a lot of argument, it was decided to add a line of fountain pens. You see, the average retailer who sells watches also sells pens. By having both to offer, our Colonial salesman could kill two birds with one stone. Adding the fountain pens proved to be very profitable.

From that, the next step was to automatic pencils—then to a lot of smaller items. With a variety of things being made and sold, you

LETTER CONTEST

Frailey

*...ue next year?" was the anxious query
...an enthusiastic "Yes, indeed!" Here it
...udents and teachers took part last year
...s were widely used as classroom assign-
...rts a new series of these problems—with
...pportunity for everyone to master the
...er writing for business*

can see why the name was changed to Colonial Manufacturing Company. That was broad enough to cover anything that might be added.

But the bulk of the orders today are for watches, fountain pens, and automatic pencils. Those are the only items you will be talking about in these letter problems.

As you go along, playing different characters in the personnel of the company, you will get to know the leaders. But here are a few of the more important ones:

Walter Winthrop, the president, is the grandson of the founder; he owns the majority of the preferred stock. Bill Rand is the vice president in charge of sales. He started as a salesman forty years ago. Arthur Delmar, the director of advertising, is a younger man. He graduated from Dartmouth in 1923, and started at the bottom as a Colonial worker. Roscoe Bacon, the assistant sales manager, won his job by an outstanding record in the field. He writes many sales letters for Mr. Rand. These are some of your associates in the business; others you will meet later.

From the files of the Colonial Manufacturing Company, I have selected nine letter problems. They deal with situations that frequently develop in any business. You will write:

1. A sales letter for a dealer to mail to his customers.
2. A letter breaking ground for the salesman's call.
3. A letter thanking a new customer for his order.

4. A letter wishing your customers a Merry Christmas and Happy New Year.
5. A letter to restore the confidence of a discouraged salesman.
6. A letter to inactive customers asking why they stopped buying.
7. A letter applying for a position in the office or on the sales force.
8. A letter to a customer whose son was drowned in a flood.
9. A letter adjusting a complaint.

IN the first problem, you are filling the shoes of Roscoe Bacon, the assistant sales manager. It seems that your boss, Billy Rand, has received a letter from a merchant in Urbana, Illinois. Across the top, Rand has scribbled this memo to you: "Please write this letter for Stonehouse. He has been asleep for twenty years and this is his first attempt with direct mail. If your letter gets some business for him, he may come out of his shell."

Now read the letter from Stonehouse. He is going to try a suggestion made by the Colonial salesman, but has very little faith in the result. He has obtained a list of the boys who graduated last spring from the Urbana High School and who are going to college this fall. Our salesman has suggested a letter to the fathers of these boys, telling how they will need a Colonial watch, fountain pen, and automatic pencil at college.

But the merchant doesn't know how to write a good sales letter. As Bill Rand said, "Stonehouse has been asleep for twenty years." He wants the Colonial Manufacturing Company to supply the letter. And that's your job—to write it.

In just a paragraph, I can't tell you how to write a sales letter. But here are the high spots. (1) Start briskly. Get the reader's attention. Arouse his interest. (2) Put your sales points together in the most logical order, just as you would the arguments in a school debate. (3) End with confidence. Make it easy for the reader to buy. Don't say, "I hope" or "Perhaps" or "If"—imply that you are *sure* the reader is sold.

The new problem is on the next page.

You Write the Letter—I'll Do the Rest

Your salesman, Sam Parker, has been trying to bring to life a customer in Urbana, Illinois, who has handled Colonial products for a long time, but his sales have been quite small. The customer doesn't believe in advertising and is content to sit in his store and wait for customers to come. But evidently Sam has been persistent. This letter proves it.

Colonial Manufacturing Company,
Rochester, New York.

Gentlemen:

That drummer of yours, Sam Parker, has the notion that I don't know how to run my business. Anyway, in spite of my twenty-nine years of experience as a merchant in this town, he tells me that I could sell more of your products by using direct-mail advertising. I know it won't work, but maybe the best way to settle the argument is to give the thing a fling.

From the principal of our high school, I have obtained the names of 88 Urbana boys who are going to college next year—some of them here at Illinois University, and others out of town. Sam wants me to send a letter to the fathers of these boys, suggesting that each one should be provided with a watch, a fountain pen, and a pencil—all Colonial brand, of course.

This seems like a lot of foolishness to me as I have known most of these fathers for years, and they don't have to be told when they need anything. But as I say, Sam got me to promise I would try a letter on the list, and I'll go ahead with it. I guess it only proves there's no fool like an old one.

Sam has picked out three items to feature in the letter—priced low enough to suit the average boy. It's no use giving a kid expensive things, as he usually loses them anyway. So we'll offer your Valley Forge wrist watch at \$11.50, your Holdsmore Jumbo pen at \$3.00, and your Executive pencil at \$1.50. You know the sales points in favor of these three items, so I don't need to repeat them here.

What I want you to do is to write the letter for me to mail to the fathers of those 88 boys. I'm short of help and besides don't know anything about these new-fangled sales letters. You write the letter—and I'll do the rest.

And the Lord help Sam Parker if this idea fails, and he ever tries to sell me another.

IRAM STONEHOUSE

Urbana Jewelry Company

This is not a difficult problem. You have all used watches, fountain pens, and automatic pencils. You know plenty of reasons why they are necessary. Outline your letter before you write a word of it. Then be your natural self. Use short words. Talk from the reader's point of view.

All right. You are Roscoe Bacon. Write the letter for Iram Stonehouse. He thinks you can't write a letter that will get any business for him. But he's an old mossback. You fool him.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor, The Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination on or before September 30.

One copy is to be on plain white paper, unsigned, but marked "Teacher," "College Student," or "High School Student."

The other copy should carry your full name, complete address, name of school, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Only the unsigned copies of the solutions will be judged; in that way, your entry is guaranteed an unbiased decision.

PRIZES: Teachers—first prize \$10; second prize \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each.

Honorable Mention—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

Enthusiastic Contestants Broke Records in Solving May Letter Problem

NOW for the results of the contest announced in the May issue of the BUSINESS EDUCATION WORLD.

Papa Corne (no pun intended) and his bumptious daughter Elizabeth, leading actors in the last letter problem, broke at least two records for the contest. They provoked the greatest number of replies, and certainly the reasons given why Elizabeth should not have the job set a new standard of versatility.

Some of these reasons were logical, others very funny. But even the funny ones proved there is no dearth of imagination in the youth of America.

You will remember that Elizabeth had ap-

plied to the personnel director for a secretarial position. She didn't click. Her qualifications were none too good and her attitude was too independent. Furthermore, Elizabeth was the daughter of an important dealer, and past episodes have proved that it is wise not to hire the relative of a dealer. But Elizabeth's "old man" was indignant. He had given the company orders amounting to many thousands of dollars. If his daughter was not good enough for the company, then the company's products were not good enough for him. Of course, he didn't come out and bluntly say all that, but the inference was plain. He expected Bert Underwood, the sales manager, to intervene and get the job for Elizabeth.

The problem, then, was to tell Caleb Corne that you wouldn't put his daughter to work, but to be so tactful that his future business would not be lost. I suppose most of you had very little sympathy for Caleb. It was so obvious that he was putting the bee on the sales manager—taking advantage of his position as a good dealer. Probably a lot of you felt like telling Caleb where to go, just as did the high school student who wrote the following letter:



Mr. Frailey, nationally known business-letter authority, author, teacher, lecturer, and editor, was for twelve years personnel manager for Purina Mills. He is now editorial director of Dartnell Corporation, Chicago. He follows all sports, plays golf and tennis, and likes and helps young people.

Dear Mr. Corne: So you want me to give your pet a job, eh? Is this the reason why you asked me to dinner several times?

I'm sorry, old man, but I really can't give her the job. It is impossible, because I have given the position to a very lovely inexperienced high school girl. She has a splendid academic record, personality, and character. You know, just a sweet, unspoiled girl—nothing like your high-fallutin' child.

You will recall that Betsy has had five whole positions since she graduated from that fourth-rate business college with the know-nothing professors. We can't afford to give her the sixth one.

Say, Caleb, you have a profitable business of your own. Why don't you give her a job? Maybe you know her too well. That's it, isn't it? We really can't hire people like that because it would lower our standards of help.

If we lose our business with you, it will be a drop in our bucket, of course, but, on the other hand, it will be one less headache each month.

You know, Caleb, Elizabeth may be a Corne to you, but she's just a pain in the neck to me. So far as I'm concerned you can stick your head in a pail of water three times and pull it out twice.

Straight from the shoulder.

But the writer of that letter was only fooling. She sent another reply that was more tactful.

To be sure, the problem was a hard nut to crack, and that, I suppose, accounts for some of the rather amusing reasons that were offered to old Caleb. One contestant, for example, explained that all the people working in the office were very unpleasant and that Elizabeth couldn't be happy among such people.

Another letter speaks for itself:

Dear Caleb: You certainly show the right spirit toward your daughter. She probably doesn't realize what a live wire you are. Although, she, too, has the qualities of a Corne. I am sure of it! I was very much pleased to get your letter which gave me more details than the personnel manager had given me.

Elizabeth is the girl for the job except for a couple of reasons. She most certainly has had thorough training and experience in her secretarial work, but you know my office is not very large and I can hire only one girl. This girl must be secretary, bookkeeper, sales girl at times, and general chore girl. I also expect my secretary to be able to go out with Albert, my son, if the occasion demands it.

Elizabeth has never kept books, and, right now, my books are in bad shape, and I need an expert bookkeeper to adjust them. Of course, this is no fault on the part of your daughter. It is an un-

pleasant fact. The books must be ready for the auditor within a month's time, and that means slavery on the part of the bookkeeper.

Now, confidentially, Caleb, you are a very good friend of mine and one of my best dealers. Elizabeth is also a friend of mine, and I am not the one to jeopardize such valuable friendships. Working as my secretary would mean too many unpleasant tasks for Elizabeth. I know she is engaged to an excellent young man and would not want to do anything to endanger her engagement with him. My son is my pride and joy, of course, but boys must break loose once in a while. He is not bad or immoral, you understand, but he does drink a little.

No, Caleb, I think too much of Elizabeth to allow her to be worked so hard and subjected to so many petty things, and I think you will see my point of view. However, I have a great deal of influence with the other wholesale companies of this city and shall be glad to do my best for Elizabeth. We can discuss this more when I see you. Your friend.

These explanations, while ingenious, cast reflections on the company; no letter writer is *ever* justified in going that far.

One student said the salary would be an insult to a girl like Elizabeth—"only \$95 a month." I imagine the majority of girls working in business today would be happy to be "insulted" in such a fashion.

One teacher with a fertile mind explained that Elizabeth was too young and pretty. He was afraid that the sales manager would not be able to work with such a distraction in his office. One college student told Caleb that the sales manager was already in love with Elizabeth and that as soon as they got married she wouldn't have to work anyway.

One said, "A girl without any experience is wanted—Elizabeth has too much." Another, "A girl with much experience is wanted—Elizabeth has too little."

A high school student (I am afraid he had been reading dime novels instead of English assignments) told Caleb that the sales manager was blackmailed into giving the other girl the job—she knew something about him that would be a disgrace if it were told.

Well, we can chuckle over some of these explanations, but you will all admit that they are not at all satisfactory. In solving the problems this coming year, you must strive for a businesslike attitude. Your explanations must be those that a hard-headed business man would use.

I will admit, without any argument, that Elizabeth was quite a handful. I suppose

every sales manager, at one time or another, has faced this dilemma of what to do or how to refuse the application of the dealer's relative. Naturally, the dealer thinks he should have preferred consideration. He can't see any reason why his daughter or his son isn't good enough for the company with which he trades.

On the other hand, when you get working in business yourself, you will quickly discover that it is dangerous to hire relatives. When they fail on the job, it causes a greater rum-pus to get rid of them than it does to say no in the first place. So the only thing you could do with Papa Corne was to tell him the truth or advance some other reason that would sound plausible.

For example, study Inez Moore's winning letter in the teachers' class. The argument is not too thick, but it is presented with extreme diplomacy. Then examine the letter of Virginia P. Boyd, prize winner in the college students' class. It, too, is tactful, and it tells Caleb Corne of another job that Elizabeth might get—one where she would be a lot happier.

Among the other plausible reasons given to Caleb was the one that the job had already been filled. After all, he could hardly expect the sales manager to discharge the new girl just to make room for Elizabeth—that wouldn't be fair. It was a mistake, however, to emphasize how well qualified was the new girl. Said one college student, "We chose the girl whose application was nearest perfect, and we are indeed well pleased with her." Said another, "The position has already been filled to our complete satisfaction." Both of those statements would irritate Mr. Corne. It never pays to "rub it in."

In past months, I have often mentioned how one word can antagonize the reader. And here's an example. One college student said to Caleb, "I have been thinking about your complaint and wish that you would be more reasonable." There are two words in that sentence that gall the reader—*complaint* and *reasonable*. The writer insinuated that Caleb Corne is not fair. Beware of such tactics.

Here is a sentence that is a classic example of how words may be put together and mean something different than intended. The writer

explained that he had hired a poor girl who needed the job, and he said "it will keep her little stomach fed and *clothed*."

Here is the list of winners in the May contest. Congratulations, champions!

And here, too, are the first-prize letters in all three classifications. A careful reading will help students to understand what it is that makes a letter outstanding.

May Contest Winners

TEACHER AWARDS

FIRST PRIZE, \$10: Inez Moore, Lincoln High School, Tacoma, Washington.

SECOND PRIZE, \$5: Mary Porter Johnson, Senior High School, Leominster, Massachusetts.

HONORABLE MENTION: Grace V. Feather, Lancaster Business College, Lancaster, Pennsylvania; R. D. Parrish, Woodbury College, Los Angeles; John W. Toothill, Small Secretarial School, Newark, New Jersey; Gertrude F. Olsen, Senior High School, Mansfield, Massachusetts; Margaret Sumnicht, Minot Business Institute, Minot, North Dakota.

STUDENT AWARDS

COLLEGE—

FIRST PRIZE, \$5: Virginia P. Boyd, Morse College, Hartford, Connecticut.

SECOND PRIZE, \$3: Grace Trout, Thompson College, York, Pennsylvania.

THIRD PRIZE, \$2: William Sargent, Lincoln School of Commerce, Lincoln, Nebraska.

FOURTH PRIZE, \$1: Nessie Robertson, State College of Washington, Pullman.

FIFTH PRIZE, \$1: Earle F. Miller, Jr., Marion Business College, Marion, Indiana.

HONORABLE MENTION: Thomas Oppelt, The Packard School, New York City; Lillian Berman, Morse College, Hartford, Connecticut; Phoebe Spiers, Mulvey Institute, Philadelphia; Martha Hunter, Indiana State Teachers College, Terre Haute; Winnifred Casle, State College of Washington, Pullman.

HIGH SCHOOL—

FIRST PRIZE, \$5: Ida Rafer, Senior High School, Leominster, Massachusetts.

SECOND PRIZE, \$3: Alice M. Hanson, Lincoln High School, Tacoma, Washington.

THIRD PRIZE, \$2: Jane Kemp, Senior High School, Leominster, Massachusetts.

FOURTH PRIZE, \$1: Judith Cohen, Battin High School, Elizabeth, New Jersey.

FIFTH PRIZE, \$1: Bette C. Fick, High School, Boone, Iowa.

HONORABLE MENTION: Lauretta Wagner, Lincoln High School, Tacoma, Washington; Laura Rogers, High School, New Bedford, Massachusetts; Rosie Tonnetti, York High School, York Village, Maine; Jane Barker, Senior High School, Leominster, Massachusetts; Kathleen B. Carew, St. Patrick's High School, Providence, Rhode Island.

WINNING LETTERS IN MAY CONTEST

TEACHERS—FIRST PRIZE

INEZ MOORE

Lincoln High School, Tacoma, Washington

• **DEAR CALEB:** "Never mix business with pleasure" is an old adage, but not so bad at that. It would surely be a pleasure to welcome Elizabeth into our organization if I felt it to be her particular niche in the business world. But she is vivacious, eager, and loves change and action. This job requires much routine, attention to details, and long hours. Often an evening's engagement has to be broken when some important piece of work has to be finished. Honestly, Caleb, can you imagine tying anyone as animated and lively as Elizabeth to a grueling office job?

But going back a bit: Mr. Smith, our personnel director, interviews all applicants. It is his belief that different jobs suit different persons and that the person chosen must fit the job. In fact, he has almost a mania on that subject. You might not think it, but bluff old John Smith is a student of human nature and has the interests of these young people at heart. He interviewed about a dozen girls, selecting three that seemed to have the qualifications demanded for this particular job. He, however, was much impressed with Elizabeth, although he was not aware at the time that she was your daughter. He remarked to me, "If that Corne girl gets the right job, where her talents have full swing, she is going places."

Elizabeth, having had a variety of experience during the past two years, has gained a general insight into business. But the position we need to fill requires a background of experience in the business field that needs to be more specific than general.

I know that, just because you are a good customer of ours, you would not want that to influence our choice in filling the position. Nor would you willingly sanction placing Elizabeth in a job in which she undoubtedly would not be happy and possibly not be successful.

There are places for girls with her ability and personality. You may rest assured, Caleb, that I have Elizabeth's best interests at heart, and if I hear of a position that seems to offer her the right opportunity, I shall do my best to swing it her way. Sincerely,

COLLEGE STUDENTS—FIRST PRIZE

VIRGINIA P. BOYD

Morse College, Hartford, Connecticut

• **DEAR MR. CORNE:** You are quite right. We are business friends of long standing. And our pleasant relationship is topped off by our personal friendship—which I very much value. Indeed I do remember those "several dinners" in your home. It isn't

often that I get a chance to smoke such a good cigar!

And I do remember your daughter Elizabeth. I will confess that I did not know that she was an applicant for the position as my secretary until after I had made my selection. If I had known, I should have called her in to see me to suggest a good job which happens to be vacant at the moment.

Your daughter is an extremely good-looking girl, Mr. Corne. I'm no authority on women's clothes—that field has too many experts for me to compete—but I have noticed in the few times that I have seen Elizabeth that she has excellent carriage and is tall and that she has that something I suppose my wife would call an "air" about her.

This is the job I should have suggested to her: One of my wife's friends, a Mrs. Fraser, is opening a dress shop. I understand it is not pretentious but is offering—to quote my wife again—"better" dresses to an extremely good clientele. She is looking for an attractive girl with intelligence and enthusiasm, with an interest in clothes and the figure to model them, and with secretarial experience to take care of what correspondence there may be.

I am glad you wrote me. This opening has not yet been filled; and if you think that Elizabeth would be interested, I shall be glad to make arrangements for an interview. I feel sure that a girl of Elizabeth's temperament would find this job much more satisfying than the routine, hole-in-the-wall secretarial job with me. Sincerely yours,

HIGH SCHOOL STUDENTS—FIRST PRIZE

IDA RAFER

Senior High School, Leominster,
Massachusetts

• **DEAR MR. CORNE:** I am very glad you wrote to me about Elizabeth. It gives me the opportunity to straighten matters out without any ill feelings.

When our company hires new help, Mr. Smith, our personnel manager, selects the best applicants before they are sent on to the employer. It should not be discouraging to Elizabeth that her name was not sent to me. Mr. Smith recognized her splendid training but was looking for someone at least ten years older, whose previous experience had occasioned her to travel considerably. As my secretary, she would often be instructed to go to distant points to secure or deliver valuable pieces of jewelry. I think such a responsibility is hard on any girl as young as Elizabeth. Naturally, as a result of this, Elizabeth was not one of the three applicants finally referred to me. I had no way of knowing, therefore, that she was among those seeking the position.

However, it would be a comparatively easy matter for me to tell Mr. Smith that I should like to interview Elizabeth, if it were not for the fact that I have

already selected one of the older girls recommended. She started working last Monday and has been doing satisfactory work.

I know you will agree that it would not be fair to replace this girl when she has performed her duties so satisfactorily. I sincerely regret that I cannot grant this favor you ask. But now that I know Elizabeth is looking for a position, I shall keep her

in mind and ask some of my friends about openings in their offices. Possibly Elizabeth would be willing to accept general office work if the position offered chances for advancement. Ask her to come in any time to see me—just a friendly little chat—and I can question her as to what she would be willing to do. Then I can, perhaps, be of assistance to her. Cordially yours.

Problems in Duplication

J. Wesley Knorr and Bernice C. Turner

This is the first article of a new series designed to give teachers a better understanding of the possibilities of the duplicating equipment available in almost all schools

DEVELOPMENTS in duplicating have been so rapid that many teachers have not kept up with the latest trends; with the manifold duties of a teacher, this was inevitable. We shall endeavor to acquaint you with the facilities that are available, as well as any "tricks" of our own that will help you with your particular problem.

Both the uses and abuses of duplicating must be considered, because it is possible to abuse the opportunities offered by duplicating, such as the copying of standardized tests and material from copyrighted texts. Such practices, besides being unlawful, are certainly unfair to the publishing companies and to the authors who spend valuable time and money in working out new practices in education.

Every teacher is interested in obtaining the best possible copies from the machine in use. Failure to produce satisfactory results may be due to errors in one or more of several important steps in the duplicating process, or to lack of knowledge or inferior supplies, such as "bootleg" stencils, unsuitable paper for copies, and so forth.

One teacher who wasn't getting good results from her duplicating machine was surprised to discover that the machine was fifteen years old—practically the only part that

remained standard was the attachment on which the stencil fastened. Few persons realize the economy program under which teachers have had to work during the past five years, and instructors familiar only with modern equipment cannot comprehend the problem. Equipment sales are improving, which shows that we are facing a brighter outlook in this respect.

CONSIDERABLE space has been used for introductory remarks in this issue. Future issues will be devoted to answering questions. We welcome your comments, because your problems will help us to help others who are experiencing the same difficulty. Duplicating is so interesting and offers so many possibilities, both to the teacher and to business, that you should find this department both helpful and interesting.

At this time, we wish to touch upon one of the most important phases of duplication. The quality of your copies will depend, to a large extent, upon the quality of the stencil or master copy, as the copies can be no better than the original. This fact puts the typist "on the spot," for stencil work calls for the best in typing skill and operation.

A firm, strong touch with an evenness in

speed produces the best copies. This technique offers a problem in itself—that of securing a “power” stroke, rather than a “sharp” stroke, because the latter may cut out certain letters. Even experienced typists do not have their third and fourth fingers sufficiently developed to enable them to do perfect work.

A good “power” touch does not just happen; it is the result either of special finger strengthening drill—perhaps as a result of piano lessons—or of specific drill in typing.

We present here drills for the express purpose of developing a “power” stroke that will bring the results you want in your du-

plicating work. An examination and trial of these exercises will show that each drill has a definite purpose and will really do something about this “weak finger” situation.

One point that is often missed by those preparing copy for duplication is the absolute necessity of having clean type. Some experienced typists neglect to clean the type. In cutting a stencil, it is often necessary to clean the type several times on the one copy, because of the stencil substance clogging the type face, especially on vowels. A brisk brushing with a stiff type brush will do the job, and an occasional washing of the type face with a good solvent is also necessary.

POWER-STROKE DRILLS FOR TRAINING STENCIL CUTTERS

I—FINGER GYMNASTICS

Purpose: To strengthen the weaker third and fourth fingers, so as to insure an even and firm touch.

1. Spread the fingers of both hands, placing the tips of the fingers together. Open and close the hands, putting extra strength on the third and fourth fingers.

2. Crook the little or fourth fingers of both hands, locking one within the other and pulling the fingers in opposite directions. Try the same exercise with the third finger, and with any other finger that needs strengthening.

3. Place hands to the side in a relaxed position and give them a “good shaking”—motion coming from below the wrist.

II—KEYBOARD DRILL

Purpose: To hit the exact center of the key. (Hitting the rim will cause poor impression or shattered effect.) The teacher may set the rhythm or, better still, allow each student to set his own rhythm, stroking each key five times, not too fast.

qqqqq aaaaa zzzzz aaaaa sssss
wwwww xxxxx ppppp ooooo 11111

Second time: Over-emphasize the power behind the stroke; be sure the key is struck and not pressed.

qqqqq aaaaa zzzzz aaaaa sssss
wwwww xxxxx ppppp ooooo 11111
ppppp 11111 ooooo ppppp xxxxx
sssss wwwww aaaaa qqqqq zzzzz

Fourth line: Resume natural touch, comparing the first line with the fourth, checking to see if there is improvement in evenness of stroke. The best way to check results would be to use carbon paper, as this will readily show any finger weakness.

qqqqq aaaaa zzzzz aaaaa sssss
wwwww xxxxx ppppp ooooo 11111

III—WORD DRILL

Purpose: To develop weak-finger letters into words, giving additional drill for these fingers.

was wax law saw sap paw low
pop lop was wax law saw sap
paw low loop wall wasp poll
soap wool pass opal pool wall

IV—CAPITAL LETTER DRILL

Purpose: Some capital letters must be struck with more force than lower-case letters. The letters given in the following exercise frequently cause trouble. If there remains a tendency for certain capitals to show a weak touch, this can be remedied by striking the capital twice, although it is not advised if it can be avoided. It will be noted that the weakness of the capital in some cases is caused by the letter occupying considerable space, thus reducing the sharpness of the impression—capital “M” for example.

AAAAA BBBB EEEEE MMMM NNNNN
PPPPP QQQQ RRRRR SSSS WWWW
ZZZZZ ZZZZ WWWW SSSS RRRR
QQQQ PPPP NNNN MMMM EEEE

THE AUTHORS OF THIS SERIES

• Miss TURNER is a teacher, a professional writer, and an experienced business woman whose particular interests are banking, economics, and accounting. One of her books, on secretarial training, is now in its fourth printing.

• Mr. KNORR has been doing professional duplicating for the past ten years, and his services as a demonstrator and adviser are in demand. He is a successful teacher in the Bloomsburg (Pennsylvania) High School. He is doing graduate work in New York University.

Difficulty is sometimes experienced with some characters being struck with too much force, resulting in making these characters stand out on the copy. Care must be exercised not to make the impressions of the following characters too heavy:

“ ” ‘ : ; — —

V—SENTENCE DRILL

This drill combines the work previously presented, dealing with weak-finger letters, capitals, and words with double letters. In words having double letters there is a tendency to stroke the second letter with less force. The drill should not be typed too fast, concentrating effort in striking the center of each key, with an even touch.

The Appalachian Mountains wind through the state of Pennsylvania.

The shrill call of the whip-poorwill filled the air of Echo Sound.

When will little William visit his Aunt Minnie in Queensap, Ohio?

The tweet of the tree-toad thrilled the famous biology professor.

The squeaking wagon wheels were silenced by applying axle grease.

The index to volume 16 of the *Business Education World* (September, 1935-June, 1936) is now ready for distribution to our subscribers. It will be mailed free of charge upon receipt of a No. 10, self-addressed, three-cent stamped envelope.

• CHARLES BENJAMIN POST, well-known commercial educator, died in Worcester, Massachusetts, on August 4, at the age of sixty-nine.

Mr. Post was born in West Fayette, New York, on October 1, 1866, and was educated in the public schools of that town and the Classical Training School at Geneva. He then taught in the Seneca public schools for five years, after which he entered the Rochester Business Institute and was graduated in 1891.

He came to Worcester in 1893 to join the faculty of Becker Business College. He remained for six years, resigning to establish his own school. This school, first known as the Post Worcester Business Institute, was consolidated in July, 1931, with the Becker College of Business Administration and Secretarial Science.

Mr. Post took an active interest in professional organizations; he was one of the founders and a past president of the New England Business College Association and a charter member of the Eastern Commercial Teachers' Association.

His wife, the former Miss Ella E. Kuney, and three brothers, William R. Post of Geneva, New York, Harry C. Post of Waterbury, Connecticut, and Walter F. Post of Waterloo, New York, survive.

• HARR WAGNER, pioneer San Franciscan and widely known as a publisher and an author, died at St. Luke's Hospital in San Francisco on June 23, following a brief illness.

Mr. Wagner, who was in his eightieth year, had been president of the Sequoia Club for twenty-nine years and was formerly president of the western division of the California Booksellers' Association.

Mr. Wagner was of Pennsylvania birth, but he had been in San Francisco, in the publishing business, since 1881. At the time of his death, he was president of the Harr Wagner Publishing Company and editor of the *Western Journal of Education*.

He is survived by two daughters, Mrs. M. B. Johnson and Miss Morris Wagner. Miss Wagner was actively associated with her father in business.

CATHOLIC HIGH SCHOOL TYPING CONTESTS

Sister M. Remigia, C.S.A.

THE Catholic High School Typists Association held its first nation-wide Every-Pupil Contest on March 12, 1936. Twenty-eight Catholic secondary schools entered 854 contestants. Trophies were awarded to the three highest-ranking schools in both the amateur and the novice divisions on the basis of the median composite score of speed and accuracy. Ribbon awards were given to the ten highest-ranking individuals in each division.

This typing association is comparatively young. It is a new venture of the Catholic school system, designed to arouse greater interest in the field of typewriting and ultimately to promote greater typing skill. It was organized in January, 1933, at Hays, Kansas, by principals and teachers of typewriting in several of the parochial high schools of the Concordia Diocese who met at St. Joseph's College and Military Academy.

The Most Reverend Francis J. Tief, D.D., Bishop of Concordia Diocese, gave his formal approbation of this association and has extended his whole-hearted support to the furtherance of its objectives. In the first three years of its existence, the membership was small, as only the five schools responsible for its establishment participated in the first two annual contests. In October, 1935, the Board of Directors sent a copy of the constitution and literature pertaining to the organization to Catholic schools in almost every state in the union. As a result, the membership increased to 28 schools.

THE contests sponsored by this organization afford excellent opportunity for comparison of achievements and skills of one school with another school, or of one student with the other students of his class.

Official records of the schools that have participated in the two contests each year for the past four years give tangible proof of the efficacy of these contests in promoting increased speed and accuracy. The composite

median score of one school shows an increase of 19 points over the preceding years. Each competing school had a composite median score higher by several points than that of the preceding year.

Both annual contests are held in the typing room of each participating school. This factor enables the students to take the test in ideal home-room conditions. Readjustment to strange surroundings are obviated. The contests are conducted by a commercial teacher not affiliated with the school giving the contest, assisted by two other disinterested persons. All scores are computed as composite figures obtained by adding the contestant's net words a minute to his accuracy percentage.

IN the Every-Pupil Contest, a championship trophy is awarded to the highest-ranking school according to class median in both the novice and amateur divisions. A second and a third trophy are awarded to the second- and third-ranking schools. The ten highest-ranking individuals receive ribbon awards.

In the Individual Contest, a school may enter not more than five contestants in either of the two divisions. Papers having more than ten errors are automatically disqualified. Jewel-studded pins are awarded to the winners of first, second, and third place in each division according to highest composite score of speed and accuracy. There are seven ribbon awards in each division for the contestants ranking highest after the first three places. Certificates are granted to the schools ranking first, second, and third in both typing divisions. The rating of the schools is determined by the number of points a school receives for its winning contestants. This contest is held the last Thursday in April.

Detailed information regarding the Catholic High School Typists Association may be obtained by writing to St. Joseph's College and Military Academy, Hays, Kansas, where its headquarters are maintained.

EVERY-PUPIL CONTEST SCORES

March 12, 1936

Amateur Division

SCHOOL	CITY	MEDIAN SCORE
Girls Catholic High School	Hays, Kansas	139.20
St. Mary's Cathedral High School	Grand Island, Nebraska	138.08
Regina High School	Norwood, Ohio	127.60

Novice Division

St. Ann's High School	Walker, Kansas	132.40
St. Joseph's Commercial School	Chicago, Illinois	118.53
Girls Catholic High School	Hays, Kansas	118.28

INDIVIDUAL CONTEST SCORES

April 30, 1936

Amateur Division

CONTESTANT	SCHOOL	MEDIAN SCORE
Flora Staab	Girls Catholic High School, Hays, Kansas	155.89
Doris M. Vensel	St. Cecilia's Academy, Washington, D. C.	155.13
Ruth Roth	Girls Catholic High School, Hays, Kansas	145.22
Virginia Mae Rohling	Regina High School, Norwood, Ohio	144.71
Bertha Haas	Girls Catholic High School, Hays, Kansas	144.65
Mary Margaret Fay	St. Cecilia's Academy, Washington, D. C.	143.57
Joseph Zwenger	St. Joseph's College and Military Academy, Hays, Kansas	143.59
Margaret Deshon	Regina High School, Norwood, Ohio	141.69
Adeline Hannagan	St. Xavier's, Junction City, Kansas	141.35
Charlotte Houser	Girls Catholic High School, Hays, Kansas	139.55

Honorable Mention: Cecilia Couture, Frances Arduine, and Valeria Zatkevicius, St. Joseph's Commercial School, Chicago; Marion Sabus, St. Sebastian School, Chicago; Gertrude C. Betts and Jacqueline R. Crossingham, St. Cecilia's Academy, Washington, D. C.; Rose Ann Moritz, St. Xavier's, Junction City, Kansas; Virginia Nelson and Virginia Utter, Academy of the Holy Angels, Minneapolis, Minnesota; Ruth C. Wettstein, St. Mary's Academy, Milwaukee, Wisconsin.

Highest-Ranking Schools: First, Girls Catholic High School, Hays, Kansas, 9 points; second, St. Cecilia's Academy, Washington, D. C., 4 points; third, Regina High School, Norwood, Ohio, 2 points.

Novice Division

CONTESTANT	SCHOOL	MEDIAN SCORE
John P. Blanpied	St. Joseph's College and Military Academy, Hays, Kansas	144.64
Mary Kloecker	Regina High School, Norwood, Ohio	144.07
Firman Susank	St. Joseph's College and Military Academy, Hays, Kansas	143.20
Loraine Kessing	Regina High School, Norwood, Ohio	141.46
Alvin Dinkel	St. Ann's High School, Walker, Kansas	140.16
Ruth Glaser	Regina High School, Norwood, Ohio	140.08
Hyacintha Hoffman	Tipton High School, Tipton, Kansas	139.93
Pearl Moritz	St. Xavier's High School, Junction City, Kansas	138.91
Mary G. Green	St. Mary's Cathedral High School, Grand Island, Nebraska	138.88
Robin Eugene Wall	St. Mary's, Huntington, Indiana	138.74

Honorable Mention: Joseph Brungardt, St. Ann's High School, Walker, Kansas; Francis Wasinger and Clarence Wiesner, St. Joseph's College and Military Academy, Hays, Kansas; Verne Schwallbach, St. Mary's Academy, Milwaukee, Wisconsin; Veronica Horrigan, St. Mary's Cathedral High School, Grand Island, Nebraska; Lucille Deckert, Notre Dame, Bellville, Illinois; Martha Ryan, St. Mary's Academy, Silver City, New Mexico; Bernadette C. May, St. Joseph High School, Ashton, Iowa; Martha Gasper, Tipton High School, Tipton, Kansas; Jeanne Kelly, St. Sebastian School, Chicago.

Highest-Ranking Schools: First, St. Joseph's College and Military Academy, Hays, Kansas, 8 points; second, Regina High School, Norwood, Ohio, 6 points; third, St. Ann's High School, Walker, Kansas, 1 point.

W. D. M. Simmons Retires

ON May 1, 1936, W. D. M. Simmons retired from active service with the Underwood Elliott Fisher Company, where he had been employed since February, 1914.

For more than twenty years, Mr. Simmons carried on the work of the School Department of the Typewriter Division of the Underwood Elliott Fisher Company and during that time came to be known not only throughout the office-equipment industry but throughout the field of business education.

Mr. Simmons early fitted himself for his life work by teaching shorthand and typing in the Draughton Schools in the South. His teaching experience paved the way to an executive position, and within a period of ten years he became vice president and general manager of the Draughton Schools.

He resigned this position to enter the typewriter field, accepting the management of the Nashville office of the Smith-Premier Typewriter Company. Within a year, he was called to the executive office of the company at Syracuse to assume the management of the General School Department.

Within a very few years after joining the Underwood organization, he became head of the Educational Department and also was appointed advertising manager of the company.

Under Mr. Simmons' supervision some of the fastest typists of all time were developed,

including such well-known names in the field of championship typing as Emil Trefzger, Margaret B. Owen, William F. Oswald, Bessie Friedman, George L. Hossfield, Stella Willins, Irma Wright, Barney Stapert, Chester Soucek, and Remo Poulsen.

At the time of his retirement, Mr. Simmons was presented with a beautiful watch by his co-workers in the Typewriter Division.

Mr. Simmons is now touring the Southwest, visiting various famous health resorts on what he is pleased to describe as a "good health tour."

BLANEY SUCCEEDS SIMMONS

W. H. Blaney, assistant sales manager of the typewriter division, was promoted to Mr. Simmons' position as school sales manager at the time of the latter's retirement.

It is interesting to note that, when Mr. Blaney joined the Underwood organization in 1916, he tendered his resignation as branch manager of the L. C. Smith Company office in Birmingham to M. S. Eylar, who was then sales manager for L. C. Smith. Now he is once again working under M. S. Eylar, who is vice president of the Underwood Elliott Fisher Company.

Mr. Blaney brings to his new position the experience gained during more than a score of years of close association with the typewriter industry. He also brings a capacity for hard work and an enthusiasm that grows with the years.



W. D. M. SIMMONS



W. H. BLANEY

TYPING MASTERY DRILLS

Harold J. Jones

Mr. Jones, who is head of the commercial department of Thomas Jefferson High School, Council Bluffs, Iowa, continues the series of drills that found favor with many teachers during the past year

LETTER M

DRILL 1—ma mb mc md me mf mg mh mi mj mk ml mm mn mo
mp mq mr ms mt mu mv mw mx my mz

DRILL 2—man mboga mc md men mf mg mhor mid mj mkama ml
mm mnemonics moccasin mump mq mr sums mt mud mv mw mx
myth mz

DRILL 3—mail adieu mar, molest barn mob, murder cradle
zuck, mute dew muddle, many ergo meant, mush feast muff,
mat grunt magic, mass hunt mahout, meat inert mirror,
mark jewel major, manse kernel make, mental learn melt,
melton moon memory, mode nice mnemonic, mole old mold,
mare pretty map, mosaic quite mosque, mace roof marble,
mad still master, mean till met, misfit under mucky,
motive valley move, meter wax mew, mitten xenon mix, mow
yoke myth, mutilate zigzag muzzle

DRILL 4—ma majority mane jam jim jinn Jon jump name
ninny non nun mandate narcissus mythic nard

LETTER N

DRILL 1—na nb nc nd ne nf ng nh ni nj nk nl nm nn no
np nq nr ns nt nu nv nw nx ny nz

DRILL 2—name nb nc nd neap nf ngaio nh nibble nj nk nl
nm nn nozzle np nq nr ns nt nurse nv nw nx nymph nz

DRILL 3—nog after nap, nice bred nib, nebula cap
nectar, naive drift nadir, nasal ear near, nick friend
nifty, nay groom nag, need hood nought, neglect if nigh,
number jerk nujol, night kotow nikau, ninety loaf nill,
nine murder nimble, noble never funny, nook open nor,
nock pearl nip, nexus quiet unique, natural ran narrow,
neigh soon nest, nocent tomb notice, north under
nuclear, notate view novate, neuron women new, niece
xiphoid nix, nerve yard nymph, nobly zoo nozzle

DRILL 4—hum hub hue hun hymn numb man nun non nan mum
mob bum bun bin him haik hacker halogen nankeen matinee
nautch mastoid nephew mesquite

THE COUNTING HOUSE

James A. McFadzen, Editor

R. Dorothea Jones, of the Hillside (New Jersey) High School, takes her own bookkeeping teaching motto for the title of this article:
"Make the Books Tell the Truth."

WHEN the work we do becomes a tool in the operation of our thought, we understand what we are doing. If the pupil, as he progresses, makes of his acquired knowledge of bookkeeping a tool that he can use to express thought, he will be able to adapt his use of the subject to his needs, be they the keeping of personal records, the routine use of office books, higher forms of record keeping, or the need of an instant analysis of a business situation.

I have been asked why my pupils have been successful over so many years in the New Jersey state bookkeeping contests. If there is any one reason, it is because our aim has been to train our pupils to think in the subject, not merely to perform work in a satisfactory manner.

One of the most confusing operations to the beginning bookkeeping student is the method and reasons for closing the books; yet, regardless of all the wide variation in the methods, there is one clear purpose in closing the ledger. Why not teach the pupils to understand the purpose first? How to do the work will be learned more easily after they understand why.

I start in elementary work with the balance-sheet approach and, to complete the cycle, return to the balance sheet as the proof of the closed ledger. I have found the balance-sheet approach facile, and in using it have sought ways of continually emphasizing the real meaning of "net worth" and the processes by which capital increases or decreases. My whole effort is directed toward what is happening and why; the "how" of the record keeping is relegated to a position of secondary importance. Thus, I proceed through ledgerizing and journalizing up to the point where

a complete exercise has been recorded, a trial balance taken, and the new inventories are ready to be entered.

The pupils are familiar with the trial balance as a proof of debits and credits. The method of taking the statements from a trial balance may have been introduced immediately after the first trial balance, or may have been left until the bookkeeping cycle is completed. If this statement process is new, trial balance data should be compared with the actual condition of the business at the time the trial balance was taken, to discover where needed information is lacking to make the picture of the business condition accurate. Thus taking stock and arriving at an inventory balance for merchandise and supplies will be indicated. The balance sheet follows then the profit-and-loss statement. The pupil now can explain adequately the proprietor's financial condition, compare it with the picture at the beginning of the period under survey, and explain its variation by means of incomes earned and expenses incurred.

A Motto for Bookkeepers

Throughout this statement preparation, resort to the constant use of this slogan: "Make the books tell the truth," truth being here equivalent to *true condition*. The trial balance does not tell all the truth as of the date on which it is taken. The pupil searches for the accounts that do not show their true condition. He discovers that closing inventories are not shown and must be found, and that capital changes are not recorded. He also discovers that the net increase or decrease in capital has not been calculated. Thus, the statements are motivated.

Next, I confront the pupil with the necessity of making each ledger account tell the complete truth as of a certain date. We compare the ledger with the balance sheet to see where we must start, and again we discover nothing to indicate our new inventories. Then we observe expense and income accounts showing unanalyzed totals. Last, we find that these expenses and incomes have not yet reached the net-worth account or accounts.

The teacher must now decide whether to close through purchases and sales, or direct to profit and loss. I think there are arguments in favor of each method. I have usually preferred teaching the purchases-sales method first, because the arithmetic processes follow so closely the arithmetic involved in finding profit on the statement. I think this method results in a truer understanding of the relationship of the items involved, and thus lays a firmer foundation for thought process on the part of the pupil. On the other hand, I would not stress the method of closing. The emphasis should be upon the quality of teaching rather than upon the method of closing.

I believe one of the greatest weaknesses in presenting the closing process is that of permitting the entries to be made in a routine fashion or by memory. The entries can be made so meaningful, by way of addition and subtraction, that pupils will have little difficulty in making closings when following a profit-and-loss statement. Whether these mathematical processes are performed step by step through the purchase record and sales record, or *en masse* in a profit-and-loss summary account, is not a matter of vital importance. The point is to have the pupils achieve the power to think through the entire process.

When my class has gained this power and become fully sure of itself, I present the other method of closing direct to profit and loss. Sometimes, this is in the first year; but, if the caliber of the class is such that it becomes easily confused, not until the second year. Similarly, I present both methods of treating expense accounts; though usually I defer most of this until the second year, strongly emphasizing one method until it is complete-

ly mastered. The mentality of the class determines the amount of variation possible.

I teach the ruling and balancing of accounts as a labor-saving device on the bookkeeper's part and as something that will save him confusion at a later date.

To prove that the ledger tells the truth, take an after-closing or post-closing trial balance.

After the post-closing trial balance has been taken, we compare it with the balance sheet to prove the identity of the two; with the profit-and-loss statement, to prove that no expense nor income account has been left showing a balance; and with the first trial balance, to note the changes that have occurred and with which we are already familiar. We find that the post-closing trial balance shows the true condition of the business, as of the date on which it was taken; whereas the first trial balance did not.

Consequently, we know that our ledger now is in balance and does tell the truth. How did we accomplish all this? Simply by performing in our ledger the additions and subtractions that we had already performed on the profit and loss statement. Why did we do this? In order to make our ledger reflect true conditions.—*R. Dorothea Jones, Head, Commercial Department, High School, Hillside, New Jersey.*

[The Counting House is the B. E. W. meeting place for the exchange of ideas on the teaching of bookkeeping. Mail your ideas to the Department editor, James A. McFadden, Head, Commercial Department, High School, Lindsay, California.]



• RAY G. PRICE, who has been a member of the faculty of Indiana State Teachers College, Terre Haute, has accepted appointment as Supervisor of Programs in Commercial Education in the University of Cincinnati. He takes over his new duties this month.

Mr. Price is the author of several articles on consumer education which have appeared in the *BUSINESS EDUCATION WORLD*, and of a series of twelve commercial law tests just published by the Gregg Publishing Company.

N.E.A. DEPARTMENT OF BUSINESS EDUCATION MEETS

The following report of this important convention was prepared exclusively for the B.E.W. by Raymond C. Goodfellow, Director of Commercial Education for the city of Newark, New Jersey, and president of the Department for 1935-1936

THE forty-second annual meeting of the Department of Business Education of the National Education Association opened its sessions with a luncheon at the Heathman Hotel, Portland, Oregon, on Monday, June 29. The luncheon was well attended by commercial educators from all parts of the country.

Immediately following the luncheon, President Raymond C. Goodfellow gave a summary of the work of the Department since its first meeting at Asbury Park, New Jersey, in 1894.

He brought out the fact that from this early date until 1910 commercial education in this country had developed slowly in the universities, secondary schools, and private schools. In 1910 there were sixty-six colleges and universities giving commercial courses to 5,800 students; the enrollment in the public high schools was approximately 81,000, and in the private commercial schools, 135,000.

Twenty-five years later, in 1935, statistics show that the private schools have practically the same enrollment as at that time. The colleges, universities, and secondary schools have, however, increased their enrollments approximately 2500 per cent.

In other words, 2,000,000 young men and women are taking commercial courses in our secondary schools and a proportionate number are taking teacher-training courses and majoring in the field of business.

Mr. Goodfellow explained that the Department of Business Education is truly a representative organization of business education. It has a large membership in every state and in several foreign countries. The growth of the Department was attributed to the fact

that its publication, *The Quarterly*, has met a popular demand with business educators and they, in turn, have given the Department their undivided support in its activities.

THE first session of the meeting consisted of a panel discussion. Ray Abrams, of New Orleans, Louisiana, discussed the question, "Should the commercial department in a secondary school take into account the occupational distribution of the community which it serves?" Miss Abrams' answer may be briefly stated as follows:

To ignore the changes in occupational distribution, the opportunities for employment within the community, and the need for such training as will satisfy the demands of business and of youth, is to fall short in responding to the calls of our day, our generation, and our profession.

J. Evan Armstrong, Berkeley, California, discussed the question, "Should private business schools increasingly restrict the enrollment to high school graduates?" Mr. Armstrong pointed out:

In this day of educational achievement, it would not seem possible to find those who would favor registering students who do not have a complete high school equipment. A study of the situation throughout our country will show that vocational training being transferred from the secondary to the collegiate level, hence the need for a good general education before starting vocational preparation.

The third contributor to the discussion was Dr. Herbert A. Tonne, of New York University. The question he considered was "Should commercial courses in the high school be accepted for college entrance credit?" Dr. Tonne's answer may be stated as follows:

There is only one answer to the question, and that is *Yes*. We must make it possible for the people who have taken commercial work to gain entrance into the most liberal college in the area of our service.

The fourth speaker on the panel was Professor Ernest A. Zelliot, of the University of Denver. He discussed the question, "Should the various schools of business continue to stress especially men's occupations, or should their curricula be extended to include women's occupations as well?" Prof. Zelliot's views, in brief, were as follows:

I scarcely need point out that, at the present time, women may be found holding responsible places in almost every realm of business and industry. Women are in a minority and perhaps will remain so in many fields of business employment, but I have not the temerity to suggest wherein they may not or cannot enter. In most instances, ability to do the job depends upon aptitude, training and experience, and not upon sex, despite traditions to the contrary.

MARY STUART, of the Brighton (Massachusetts) High School, discussed the question: "Are there any really reliable guidance techniques for directing students into the various commercial curricula?" Miss Stuart's answer follows.

At the present time, we have no reliable tests that can be used alone for guidance in directing students into the various curricula. By that I mean tests similar to the mechanical-aptitude tests used in trade schools with considerable success.

The few tests, shorthand prognostic tests, etc., cannot be used alone as a criterion for determining the selection of pupils for various commercial curricula. These tests must be used in conjunction with other guidance technique in order to be of use and to be at all reliable.

Guidance, to be really reliable, must begin with intelligence and personality testing accompanied by careful exploratory work in subject matter in the junior high school. In the senior high school, guidance advice needs to be supplemented with definite prerequisites when electing subject matter. These prerequisites must be based upon scientific study and research as well as upon experience.

THE second session of the Department was held on Tuesday afternoon, at the Portland Women's Club. Dr. N. H. Comish, of the University of Oregon, was the chairman. His opening remarks were most fitting and he gave a very cordial welcome to the large group assembled.

R. B. Heflebower, of the School of Business Administration, State College of Washington, discussed the question, "What economic system does business want?" Mr. Heflebower's address was outstanding in many respects. He had made a careful study of the problem and suggested some methods that were most logical in their development. Some of the points brought out in the address were as follows:

In spite of their new interest in the economic system, business men do not know what they want. There are three possible economic systems and possibly some workable hybrids among these systems.

The system may be a competitive one in which the governing force is prices; or it may be one in which organized industry governs itself through its own syndicates or cartels; or we may have an economy in which government control is the primary force in directing economic affairs.

It is possible to have some combinations of these three systems, but our experience of the last decade and a half, plus the logic of the situation, indicates that only certain of these hybrids are stable and that only certain ones of them are workable.

It seems evident that business men have everything to gain by encouraging a wide-scale free discussion, particularly in our schools, of the problem of the economic system, or else they will be faced by the unintelligent, demagogically led exercise of the power of the ballot by a blind, uninformed public. The salvation of private enterprise lies not in repression but in education.

S. E. Fleming, Assistant Superintendent of Schools, Seattle, gave a most inspiring address on the subject, "Is Commercial Education Vocational?" Mr. Fleming reviewed this field carefully and stated that, in his opinion, commercial subjects would be vocational in many instances, whereas, under certain other conditions, they would not be strictly vocational.

One outstanding statement from his address must be included in this brief summary:

We have our junior business training courses, and I don't think anything has come into the high schools for years that has been valuable to so many students as junior business training, and I am not speaking of the lame-duck students, either.

I think junior business training for consumer education, for orientation, as a prevocational experience, as an eye-opener, is one thing that I might have been taught when I was in high school that would have been more valuable to me than most of the things I was taught.

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THE business meeting of the Department followed the program of the afternoon. Reports were given by the various officers and committees, and the following officers were elected for 1936-1937.

President: Ernest A. Zelliott, Associate Professor of Education, University of Denver, Denver.

First Vice President: Lola Maclean, Educational Director, Detroit Commercial College, Detroit.

Second Vice President: Ida Granberg, Kelso High School, Kelso, Washington.

Secretary-Treasurer: Mrs. Frances D. North, Western High School, Baltimore.

Members of the Executive Committee (Term Expiring July 31, 1939): Elmer E. Spanabel, Fifth Avenue High School, Pittsburgh; Ruby V. Perry, Allen High School of Commerce, New Orleans.

The meeting and banquet on Tuesday evening at the Hotel Benson was a joint program of the Department and the National Council of Business Education. Professor Ernest A. Zelliott was chairman of the meeting. Charles F. Walker, of the Northwestern School of Business, Portland, was toastmaster. The



ERNEST A. ZELLIOTT



LOLA MACLEAN

general theme for this joint meeting was: "The development of better understanding between business leadership and school leadership with regard to the study of business in American secondary schools."

Mr. Zelliott gave a report of the objective of the National Council following the addresses of the evening and outlined briefly the program of the Council in the future.

IMPRESSIONS AND SIDELIGHTS

As observed by F. N. Haroun

Office Training Department, High School of Commerce, Portland, Oregon

We invited one of the pioneers in commercial education on the Pacific Coast, a teacher for whom we have great admiration, to give us his impressions of the N.E.A. meetings and to tell our readers something about commercial education in the city of Portland, Oregon

AT the sessions of the Department of Business Education of the N.E.A., which met in Portland under the able leadership of President Raymond C. Goodfellow and his associates, many worth-while things were presented in addresses, papers, and discussions that should enable the educators who attended to go back to their own bailiwicks and render better service than ever before.

For instance, Miss Mary Stuart, of Brighton (Massachusetts) High School, listed ten trends in the instruction in business subjects, one being toward the recognition of the fact

that well-trained youth are needed in business affairs. Another trend seems to be toward a more strict selection of those who shall be permitted to take up the study of business subjects, particularly shorthand, through the elimination, by means of carefully prepared prognostic tests, of those who do not show evidence of being able to meet commercial standards. She mentioned the suggestion often made of segregating pupils and bringing instruction down to the ability level of the different groups; then raised the question as to whether credit should be given for work

that would not meet the requirements of business. Her recommendation was that commercial vocational subjects should be taught from the standpoint of meeting business requirements and that students unable to reach these standards should be eliminated.

Perhaps the most valuable suggestion in her paper was that we should make use of the studies that have been and are being made by the National Association of Office Managers, as a result of which the Association is now working out a series of tests to be given to applicants for positions. (These tests are still in the experimental stage and not yet available for examination by teachers.)

TWO interesting, though quite different, attempts by schools in the West to meet some of the problems presented by Miss Stuart were mentioned. In Portland, commercial education in the secondary schools is centered largely in the High School of Commerce, under the leadership of J. F. Elton, Principal. This school is just what its name implies, a high school for training young people for the business world, with the emphasis on the vocational aspect of the work, yet with training broad enough to be an education for life and to enable students who desire to do so to prepare for college. Two other high schools—Franklin, with H. W. White as head, and Jefferson, with R. L. Edwards as head—have rather extensive commercial departments; but in the rest of the schools, commercial subjects are limited in number and are offered more as service courses than as vocational training.

The other attempt, which is being made in Seattle, was described by S. E. Fleming, Assistant Superintendent in that city, who is deeply interested in the problems of commercial education. The Thomas A. Edison High School is distinctly vocational, and training is given, as far as possible, only in occupations for which there is a local outlet, and then not in excess of the number that can be absorbed in those occupations. This school would train only those who could demonstrate their capacity to do the work after the training is completed.

Edison High is unique in two respects: first (at least for commercial training), it is

open chiefly to students on the post-graduate level; second, students must file application for admission and have their qualifications and abilities passed on before they may be enrolled.

Mr. Fleming challenged our thinking with some very forward-looking ideas, such as: nothing offered in the high school in recent years has been as valuable as junior business training, especially consumer training; we need to teach sales resistance; training in typing should be given as a general skill; every student should have, as a part of his general education, basic accounts; commercial geography ought to take its place as a social study; stenography should be taught on a strictly vocational basis, and we should be more sensitive about the people who will be allowed to take this training. Through this latter plan, we should eliminate all possible factors of failure that we can predict, resolving, however, all doubts in favor of the student.

Here are some ideas we commercial teachers can really "get our teeth into," offerings from the West for the improvement of commercial education over the entire country.

As to shorthand, however, some of us believe it should be taught as a personal accomplishment as well as on the vocational level, for it certainly has a very high value for personal use.

THE First National Bank of Portland, with its affiliates, is one of the largest banks, not only in the West, but in the nation; it employs, of course, many of the graduates of the high schools. What could be more fitting, therefore, than that E. B. McNaughton, president of this great banking system, should be asked to give us some thoughts, from the business man's point of view, regarding the study of business and what it should include?

Taking his cue from the major industry of the Northwest, Mr. McNaughton likened our students to the run-of-the-woods logs that come from our forests, out of which the experts pick the "peelers," that is, the choice logs that are to be sent to the mill to be "peeled" on the big lathes to make veneer and plywood.

Business men, he said, wish that the schools could do a better job of sorting out the "peelers." He asked that the schools give the young people a better salable quality. While there are many jobs today that are mechanical, and many people who are merely wood-choppers and key-pushers, there are many positions that require personality and personal ability; the schools should, therefore, try to see that their products have personality and good appearance—and both the family and the business men seem to expect the teacher to develop these qualities in the student.

After these very pertinent suggestions, Mr. McNaughton said that, considering the material that comes to them and the equipment with which they have to work, the teachers are doing a pretty good job; but again he implored us to try to sort out the "peeler logs." A very challenging, thought-provoking message, straight from the shoulder, without oratorical frills or flourishes!

I cannot forego saying just here that an attempt to develop the qualities Mr. McNaughton mentioned is being made at the High School of Commerce, Portland, through what is called the Office Training course. In this course, each class is organized as a going business concern, with all the officers and clerical assistants usually found in a wholesale mercantile house. Students have to learn to work together, to give instructions to others, and to take orders from others, in the same friendly, efficient, cooperative manner that would be expected of them in the business office. As a result, "peeler logs" very quickly show themselves, and initiative and executive ability are soon discovered and given an opportunity to develop.

Many other fine suggestions and ideas were presented, which space forbids mentioning, but which can no doubt be found in the official report of the convention.

S. Joseph DeBrum, whose lists of supplementary materials for teachers of commercial subjects have been of outstanding value to our readers during the past two years, will contribute another list of helpful references in our October issue.

Personal Notes

• JAMES M. THOMPSON, instructor of shorthand and typewriting in the School of Commerce in New York University, was granted the degree of Doctor of Education from the School of Education of New York University in June of this year. His thesis was entitled "The Organization of a Standardized Test in General Business Practice."

Dr. Thompson did his undergraduate work at Nebraska State College, Chadron, and received the M. A. degree from Colorado State College of Education, Greeley. He taught during the past summer session in the School of Commerce, Oregon State Agricultural College, Corvallis.

• "TO MISS DORA H. PITTS, friend, poet, and teacher, dear to the hearts of all who know her, the *Round-Up* dedicates this book."

Thus runs the dedication of Detroit's Western High School yearbook for 1935-1936. Miss Pitts, who edited the B.E.W.'s Commercial Student Clubs department for the past two years, sponsors three commercial clubs at Western—the 140-Word Club, the Commercial Alumnae Club, and the Notary Club. She has well earned the gratitude and love of her students.

• THIS YEAR, Canton Actual Business College, of Canton, Ohio, rounds out its sixtieth year of continuous service since its beginning in 1876. Age alone does not necessarily denote merit, but Canton Actual has steadily progressed and continues to be a leader. H. Krider is president of the college; S. E. Hedges, vice president; and J. E. Bowman, secretary.

Our warm congratulations and sincere wish that Canton Actual continues its march onward, serving the educational needs of its community.

• PAUL BAUER DENNIS, field representative for the Gregg Publishing Company, and Katharine Barney, of Allentown, Pennsylvania, were married at Muhlenberg College Chapel, Allentown, on June 20. Mr. and Mrs. Dennis will live in Nazareth, Pennsylvania.

NEW YORK CITY EXAMINATION FOR COMMERCIAL TEACHERS

THE Board of Education of The City of New York, 500 Park Avenue, will hold examinations for licenses to teach commercial subjects in the day high schools. The examinations will be open to men and women. The initial and final dates for the receipt of applications are September 8 and September 30.

Copies of the announcement, giving full details, and copies of the application forms, may be had by addressing the Board of Examiners and enclosing a large, self-addressed, stamped envelope.

The examination in Gregg Shorthand will include a written paper covering business practice and procedure, a test in English, a test of the principles and practice in Gregg Shorthand.

To those candidates successfully passing the written examination, there will be given the following:

1. An interview test to determine personality, oral English, general culture, and intelligence.
2. A teaching test for a full period in a New York City high school.

3. A physical examination by a physician assigned to the Board of Examiners.

4. An evaluation of record, based upon length of service and upon the reports of the applicant's previous supervisors.

5. In addition to the above, applicants for license to teach stenography and typewriting will be given a performance test to determine the personal skill of the candidate in dictation, transcription, and mimeographing. In shorthand there will be required the ability to write for a period of five minutes business letter material, syllabic intensity 1.4, dictated at the rate of 100 words a minute. In typing, there will be required ability to transcribe in 20 minutes in mailable form the shorthand notes, the transcript to be not less than 90 per cent accurate.

New York City day high school salaries range from \$2,148 to \$4,500. The annual increment is \$156 or more. In addition to the minimum salary, credit is given for outside experience. Other advantages of teaching in the New York City high schools are:

1. Participation in the benefits of a liberal retirement and pension law.
2. Sabbatical leave on about two-thirds pay.
3. Tenure of position.
4. Opportunities for advancement.
5. Intellectual and cultural opportunities.



A GROUP AT THE ANNUAL CONFERENCE OF THE NATIONAL GREGG ASSOCIATION, HASTINGS, ENGLAND, MAY 29-JUNE 2, 1936. IN THE FRONT ROW, MISS KATE KINLEY GREGG (IN SCOTTISH COSTUME) IS STANDING BETWEEN HER PARENTS. IN FRONT ARE SOME OF THE STUDENTS WHO TOOK PART IN THE ANNUAL CONTESTS.

ON THE LOOKOUT

Archibald Alan Bowle

Mr. Bowle, who has been on the lookout for new office equipment for several years now, reports nearly a thousand inquiries from readers of the B.E.W. during the past school year. This department is one of our many practical services to you

1. File folders that stand upright without having to be propped. That sounds like a file clerk's paradise!

Globe-Wernicke's new Tri-Guard files support the guides on three rods, one at the bottom and one on each side, permitting the guides to slant but not to fall flat. A V-shaped filing pocket is formed by a touch of the fingers.

Equipment like this will give filers more time for filing—time that used to be consumed in pushing the correspondence folders down into the drawer and trying to keep them standing up.

2. Another filing improvement—this one for cards—does away with guide cards, though guide tabs can be used if it seems desirable. Cards have three slots near each lower corner, and ride on metal guides. They can be moved right, left, up, or down. It is possible to arrange them so that the top line of each one is visible, and they can be changed at an instant's notice. The system is adaptable to equipment already in use. John Austin Best, of Augusta, Georgia, is the inventor of this card file.

3. A modernistic, competent-looking new stapling plier, the Neva-Clog J-30, is a little giant for performance. Although it looks not much bigger than the gadget with which the conductor nips your railroad ticket, its construction provides extra leverage and new smoothness in operation. With it, a staple can be driven through coated paper to the limit of the staple leg, with a minimum of pressure and without buckling the staple.

4. More and more business men are realizing that an undated paper is an incomplete record. But did you ever pick up a dating stamp, only to discover that the current year wasn't on it? That won't happen with the new Bates metal dater—it's ready for twenty-five years of dating. (And at the end of that time, you'll deserve a new one.) Dates are changed instantly (it's completely automatic) by a mere flick of the levers.



5. "Grink"—Gregg INK—is *not* the name of the free-flowing ink put out by the Gregg Publishing Company, but it seems like a good one, for the company guarantees the quality of its inks and especially recommends the washable blue ink as the best that can be purchased for fountain pens and general school use. Gregg ink is available also in record black and red. You can secure Gregg inks from your local stationer.

September, 1936

A. A. Bowle,
270 Madison Avenue, New York.

Please send me, without obligation, further information about the products circled below.

1, 2, 3, 4, 5

Name

Address

YOUR PROFESSIONAL READING

Jessie Graham, Ph.D.

Associate Professor of Commerce, State College, San Jose, California

Have you been sailing the sea of professional reading without a chart? Let Dr. Graham's authoritative reviews guide you. She is constantly on the lookout for new books, magazine articles, and testing materials

AT the 1936 Conference on Curriculum and Guidance, at Stanford University, speakers emphasized (1) the education of the whole child as opposed to the acquiring of segments of knowledge; (2) pupil experience rather than teacher-imposed activity; (3) social experiences on all school levels; and (4) the social outlook of the teacher. There was much give and take among members of panel groups relative to these points, and many other ideas were introduced.

The education of the whole child implies attention to emotional factors—to all the items that go to make up the thing we call personality. This means that teachers must read the latest books on psychology, all of which have chapters on personality; and, also, such practical applications of personality development as books on business etiquette and character training.

The concept of pupil experience rather than teacher-imposed activity does not imply "soft" pedagogy. Pupil experiences arising out of pupil motives must be directed and guided. It is imperative that the teacher, more than ever before, be a leader. Reading along the lines of the development of the qualities of leadership is, therefore, essential.

Present emphasis upon social concepts and experiences demands wide reading on the part of the teacher. He must not only know what is going on in the world; he must also be able to direct group activities and provide for social experiences.

The social outlook of the teacher implies the ability to get along with people, as well as an interest in social problems.

While professional reading is not the entire answer to this problem, it does form a

vital part of the teacher's program. Because of the increasing complexity of the demands made upon the teacher, the reading fare must be selected and balanced. The books and articles here reviewed are given as samples of the type of reading matter helpful to teachers desirous of fitting into new educational schemes.

Stimulating Books

THE SOCIAL STUDIES CURRICULUM, *Fourteenth Yearbook*, The Department of Superintendence, Washington, D. C., 1936, 478 pp., \$2.

A commission of distinguished educators prepared this report. It is impossible to do justice to it in a brief review because of the number and scope of the topics covered.

On the first page, seven basic principles of orientation for instruction in American public schools are listed. These principles, from "government with the consent of the governed" through "the preservation of personal liberty" to "the assumption of full individual responsibility in the discharge of private and public obligations," are American, democratic, and applicable to a changing society.

The factors conditioning the social studies are considered in Part I. These factors are: the nature of society, the rôle of education and the school, and the nature of the learner and the learning process. Part II deals with the social-studies curriculum; and Part III, with teaching, evaluating, and revising social-studies programs.

The material is concisely presented. There are lists of trends and similar matters. Brief statements of basic concepts are included. For instance, at the beginning of the chapter on the nature of the learner and the learning process, there are sections giving brief statements of the beliefs held by adherents to various schools of psychology. All through the book there are clear, definite statements of the issues involved. Sample curricula and course-of-study outlines are given.

The general principles that apply to the teaching of the social studies (pp. 289 to 311) should be read by every teacher. Sensible suggestions for handling controversial issues are included in this section.

This report is based upon previous publications dealing with social trends and contributions that education may make to American democracy. All these volumes form the groundwork for the actual construction of courses of study to fit local situations. Naturally, a national commission cannot prepare a detailed course of study and hand it down to the teachers. It would tend to become static and might stifle the originality of the teacher. The foundation for building courses of study in the social studies presented by these leading educators is the type of contribution needed. It is up to the rest of us to make it our own and to apply the principles in our teaching.

GETTING AHEAD IN RETAILING, by Nathan M. Ohrbach, McGraw-Hill Book Company, New York, 1935, 266 pp., \$2.50.

Definite facts relative to volume of business in any industry and to employment opportunities for young people are difficult to get. While Mr. Ohrbach does not disclose the source of his information, he does present some interesting figures to show that retailing is the country's greatest industry. He states, also, that even at the bottom of the depression, 23 per cent of all persons gainfully employed in private industry were employed in retail stores and that retailing appears to be the only major industry in which the number of employees per unit of sale has been on the increase. He argues that, as the human equation is supreme in retailing, this field should be seriously considered by the young person who is "choosing a career."

It is refreshing to read a book that encourages and invites young people to select a certain line of work when possible overcrowding is mentioned in connection with so many other ways of earning a livelihood.

Mr. Ohrbach's belief that retailing is the most satisfying and enjoyable career is mirrored all through the book.

His advice to young people is presented in fourteen chapters. Opportunities in stores of various kinds are discussed; hints on getting a job are listed; the initial training period is described step by step; the necessity for knowledge of merchandise, prices, merchandising, and records is stressed; the study of human nature is recommended; and the importance of heeding the mandates of Dame Fashion is emphasized. Forty tips for retail sales people are written out of Mr. Ohrbach's experience as owner and executive of his affiliated stores. "Why Retailers Fail" is the title of the final chapter.

There are organization charts; lists of duties, "pitfalls," and "planks"; copies of store records; and itemized descriptions of promotional themes. There is no index nor bibliography.

This book is evidently not intended to be used as a textbook, although parts of it (for example, the detailed materials mentioned in the preceding paragraph) are suitable for such use. It will supply good supplementary reading for classes in retail selling or in vocational guidance.

FINANCIAL MANAGEMENT, by James O. McKinsey (University of Chicago); revised by Willard J. Graham (University of Chicago), American Technical Society, Chicago, 1935, 534 & 27 pp., \$3.50.

Recent writers on requirements for executive business positions mention that an understanding of financial management is increasingly important. This revision of a standard book on financial management may be used in the training of executives or for providing background material for teachers and business employees.

The thirty-four chapters of the book are grouped under eight general headings. The first chapters deal with estimating capital requirements, sources of capital, and methods and devices for securing capital—cash control, credit control, and the relation of bookkeeping and auditing to financial control.

The chapters on budgeting are especially good. Definite methods are suggested and concrete examples and illustrations are given. The importance of written plans for allotments of money and quotas for production is stressed.

The procedures for granting and securing credit are clearly explained.

The chapters on the relation of bookkeeping and auditing to financial control help to answer the student's questions as to the "why" of many bookkeeping procedures.

A final chapter on financial abuses is illuminating with regard to some of the business practices of today.

The book presents clear explanations and practical examples valuable to anyone interested in financial management.

THE RUN FOR YOUR MONEY, by E. Jerome Ellison and Frank W. Brock, Dodge Publishing Company, New York, 1935, 258 pp., \$2.50.

It is a question just how racket-conscious we should make our boys and girls in school. We do not wish to give them so much material dealing with dishonest schemes that they become skeptical regarding the motives of all people. We do not wish to develop a nation of suspicious individuals sure that everyone is trying to cheat them. Overemphasis upon rackets is not fair to reputable business men and women. On the other hand, we do not wish to have any part in the training of a group of gullible victims of rackets. This book is another added to the increasing list of those

warning consumers against attempts to take their money without making adequate return.

Chapters recommended especially because they treat of topics on which there is little information are those on insurance rackets, fleeing the unemployed, the quest for "talent," and lotteries and chain schemes.

The reading of the chapter on fleeing the unemployed will show young people what happens when some attractive "help wanted" ads are answered and will enable them to identify the usual racketeering ads.

METHODS REQUIREMENTS IN COMMERCIAL TEACHER TRAINING, Frances B. Bowers et al, editors, *Bulletin No. 10*, The National Association of Commercial Teacher-Training Institutions, Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana, Secretary, May, 1936, 43 pp. (paper cover), 25 cents.

Although the oft-quoted remark, "Those who can, do; those who can't do, teach; those who can't teach, teach others how to teach," is not true, those who teach others how to teach have little printed material to help them. Each teacher of a methods course gets together the materials he feels are helpful, plans the student activities he believes necessary, and thus does the best work he can. Because of this "individualism" in methods courses, many plans are in use. Some teachers believe that principles can be taught in a general course and applied to any business subject. Others provide separate courses for individual business subjects or groups of subjects. Still others feel that "professionalized subject matter" is the answer to the problems involved in teaching teachers how to teach.

This bulletin is unique in that it presents descriptions of examples of each of these practices in various institutions. The requirements of a large number of states and institutions relative to methods courses are given. Finally, there is a helpful article on lesson planning.

This bulletin, indispensable to the teacher of methods courses, represents one of the services of the National Association of Commercial Teacher-Training Institutions, which teachers may join. This is the tenth bulletin issued by the association. As programs for the training of teachers of business subjects are being initiated or enlarged, the work of such an association becomes increasingly significant.

Pertinent Magazine Articles

Educational Abstracts, 230 Fifth Avenue, New York, New York. Bi-monthly, \$4 year.

In line with the trend toward digests, abstracts, and condensed information of all kinds, another

new educational magazine appears. There are thirty-three special sections, each devoted to one phase of education. The section on commercial education is edited by Dr. E. G. Blackstone, of the University of Iowa. The issue for March-April, 1936, contains eleven abstracts of articles and books on commercial education, including two articles that appeared in recent issues of *THE BUSINESS EDUCATION WORLD*.

The Education Digest, P. O. Box 100, Ann Arbor, Michigan. \$2 a year.

Digests of articles appearing in educational magazines are presented here. Abstracts of twenty to thirty articles, general in nature, are included in each monthly issue. Three papers of especial interest to teachers of business subjects have appeared during 1936. Mrs. Esta Ross Stuart's article on "Type-writing—Its Increasing Importance in American Life" in *New York State Education*, December, 1935; Dr. Ralph Haefer's discussion of "Teaching Typing in the Grades" from the *Nation's Schools*, April, 1936; Mr. Paul Martin's paper on "Education for the Consumer at Compton," in the *Junior College Journal*, December, 1935, are presented.

Tests

BUSINESS LAW CASES AND TESTS, A COMBINATION WORKBOOK AND TESTBOOK, by Harvey A. Andruss, Prentice-Hall, Inc., 1934, 224 pp. (paper cover), 80 cents.¹

The teacher of business law is eager, of course, to vitalize his work by providing interesting cases that give pupils an opportunity to apply their knowledge of the principles of business law. He wishes, also, to be able to evaluate pupils' work frequently without taking much out-of-class time to grade papers and compile records.

This work book of combined law cases and tests serves both these purposes. There are seventy-four exercises: some of them are analyses of cases,² and others are new-type tests. Provision for scoring is made in all exercises. The time to be spent on the various exercises is given in each instance. The time ranges from three to fifty minutes.

Because the pupils fill the blanks for each lesson, new work books are necessary for each class.

The work book is designed to be used with any textbook on business law. Ten of the thirty-one units are given over to various features of contracts; two, to negotiable instruments; eight, to miscellaneous topics, such as sales of personal property, bailments, insurance, real property, etc. The final unit includes five exercises that comprise a complete examination on business law.

¹Mr. Andruss begins a series of law tests on page 64 of this issue of *THE BUSINESS EDUCATION WORLD*.

TRUE-FALSE CORRECTION TEST

ON THE RELATION OF LAW AND BUSINESS

Prepared by H. A. Andruss

*Director, Department of Commerce, State Teachers College,
Bloomsburg, Pennsylvania*

PART I

DIRECTIONS: Circle the T or F to indicate that you consider the statements below to be true or false. After all the responses are circled, follow the directions at the end of the test carefully. Study the example before writing. [Note to teachers: The words inserted in parenthesis refer to Part II of the test.] Because of the limitations of printers' type, brackets are used here instead of circles to enclose the proper letters.

- | | | | | | |
|-----|-----|--|---|---------------------------|------|
| T | [F] | PHILADELPHIA is the capital of the state of Pennsylvania | (|) | 0 |
| [T] | F | The Constitution of the United States is the HIGHEST law of the land | (|) | 1* |
| [T] | F | A knowledge of the Constitution of the United States is IMPORTANT to one in studying Business Law | (|) | 2* |
| T | [F] | That portion of law that deals with rights of persons who exchange goods and services is known as CRIMINAL law | (| commercial
or business | 3** |
| [T] | F | CRIMINAL law deals with the rules of conduct to preserve the peace and order of society | (|) | 4* |
| [T] | F | The Supreme Court of the United States INTERPRETS law | (|) | 5* |
| [T] | F | British Law MERCHANT is the source of much of our modern Business Law | (|) | 6* |
| [T] | F | State legislature may pass laws which conflict with the COMMON LAW | (|) | 7* |
| T | [F] | The League of Nations was organized to aid in the enforcement of NATIONAL law | (| international | 8** |
| T | [F] | The person who practices law for hire is known as a WITNESS | (| lawyer | 9** |
| T | [F] | The collective opinion of the jury as to the guilt or innocence of the alleged wrong-doer is called the EVIDENCE | (| verdict | 10** |
| T | [F] | Taking a case to a higher court when one is not satisfied with the decision of the lower court is REPEAL | (| appeal | 11** |
| T | [F] | The presiding officer of the court is the SHERIFF | (| judge | 12** |
| [T] | F | The legal representative of the state in a case brought by the state against an alleged wrong-doer is a PROSECUTING ATTORNEY | (|) | 13* |
| T | [F] | The records of the court are kept by the JUDGE | (| clerk | 14** |
| T | [F] | The person against whom a civil suit is brought is known as the PLAINTIFF | (| defendant | 15** |
| T | [F] | Personal property is sometimes called REALTY | (| chattels | 16** |
| [T] | F | One who gives information about a case in court is known as a WITNESS | (|) | 17* |
| [T] | F | Real property is generally IMMOVABLE | (|) | 18* |
| T | [F] | Coal in a mine is PERSONAL property | (| real | 19** |
| [T] | F | The evidence of ownership in personal property is a BILL OF SALE | (|) | 20* |

* 1 point score ** 2 point score

PART II

DIRECTIONS: In each statement circled [F], notice the ONE WORD CAPITALIZED. Make the statement true by substituting ANOTHER WORD for the ONE WORD CAPITALIZED. Write the NEW WORD in the () provided at the end of each statement. Do not consider the statements marked [T]. Study the example before writing.

- T [F] PHILADELPHIA is the capital of the state of Pennsylvania (Harrisburg) 0
(Next month, case problems on the formation of contracts.)

POETRY AND BUSINESS

This month's selection of "poetry close to the life of business and the business of life" is edited by Edward Robert Gschwind, of Samuel J. Peters High School of Commerce, New Orleans. Mr. Gschwind is a distinguished author and teacher of poetry

"Opportunity," submitted by George N. Hartman, Central Junior High School, Allentown, Pennsylvania, could easily be the prayer that would lift a nation from a universal depression. It gives hope to the disconsolate . . . refreshes the tired . . . dictates success. It speaks calmly . . . poignantly . . . lucently.

OPPORTUNITY

WALTER MALONE

*They do me wrong who say I come no more
When once I knock and fail to find you in;
For every day I stand behind your door
And bid you wake, and rise to fight and win.*

*Wail not for precious chances passed away!
Weep not for golden ages on the wane!
Each night I burn the records of the day—
At sunrise every soul is born again!*

*Dost thou behold thy lost youth all aghast?
Dost reel from righteous Retribution's blow?
Then turn from blotted archives of the past
And find the future's pages white as snow.*

*Art thou a mourner? Rouse thee from thy spell;
Art thou a sinner? Sins may be forgiven;
Each morning gives thee wings to flee from hell;
Each night a star to guide thy feet to heaven.*

*Laugh like a boy at splendors that have sped,
To vanished joys be blind and deaf and dumb;
My judgments seal the dead past with its dead,
But never bind a moment yet to come.*

*Though deep in mire, wring not your hands and weep;
I lend my arm to all who say "I can!"
No shame-faced outcast ever sank so deep
But yet might rise and be again a man!*

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Stenographers Use It

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"By a master-stroke of genius Mr. Opdycke has compiled a portable classroom which can spread its wisdom from every office desk. I try to keep a copy of Opdycke's 'Get It Right' on my desk, but the minute my back is turned the book disappears. I find that every stenographer in the office uses it as a standard ready reference book on the thousand and one puzzles that come up in the daily routine. They all tell me that the index is so complete and so well arranged that there is no trouble at all in finding the answer they are seeking."—*R. Wesley Burnham*, Principal of Haaren High School, New York City.

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THE AUTHOR

Mr. Opdycke was educated at Columbia, Cornell, New York, and Oxford Universities. He is a publicist, journalist, and educator of note and author of *In the Service of Youth*, *The Language of Advertising*, *Business Letter Practice*, *The English of Commerce*, *The Literature of Letters*, *Advertising and Selling Practice*, etc.

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When ordering this book please mention the Business Education World.

FOURTH INTERNATIONAL COMMERCIAL SCHOOLS CONTEST

THE fourth International Commercial Schools Contest was held at the Sherman Hotel in Chicago, June 24 and 25. The contest was ably managed by a committee composed of W. C. Maxwell, of Hinsdale (Illinois) High School, chairman, who has directed the Illinois state commercial contests for many years; Helen Hartman, of Hinsdale; Lillian Murray, East Peoria

(Illinois) High School; and D. C. Beighey, Western Illinois State Teachers' College, Macomb.

Three types of schools participated in the contests: public and parochial secondary schools, private business schools, and universities.

The official report of the contest, issued by the Contest Committee, follows:

SHORTHAND

[The shorthand scores represent the net transcribing rate. The penalty for each error, typographical or transcription, was weighed at the rate of five words for each error, deducted from the gross transcription to give the net rate. Dictation material consisted of letters and literary material.]

70-Word Rate, Division I, High School Class A (Novice 2 Semesters)

Rank	Contestant	School and Instructor	Net Rate
1	Phyllis Abersold	John Hay High School, Cleveland. E. E. Hess.	36
2	Jean Thompson	John Hay High School, Cleveland. E. E. Hess.	31
3	Viola Ludwig	Siena High School, Chicago. Sister Mary Hilary.	24

100-Word Rate, Division II, Business College Class A (Novice 2 Semesters)

1	Irene Potter	Gregg College, Chicago. Isabelle Clark.	45
2	Esther Maland	Gregg College, Chicago. Isabelle Clark.	45
3	Frances Conerty	Gregg College, Chicago. Isabelle Clark.	36

100-Word Rate, Division I, High School Class B (Amateur 4 Semesters)

1	Ginevra Wilcoxon	Canton High School, Canton, Illinois. J. M. Satterfield.	50
2	Thomas Chevako	John Hay High School, Cleveland. E. E. Hess.	49
3	Pearl Wenner	John Hay High School, Cleveland. E. E. Hess.	48

120-Word Rate, Division I, High School Class C (Open)

1	Margaret Adair	John Hay High School, Cleveland. E. E. Hess.	48
2	Marie Vander Mark	Pullman Technical High School, Chicago. Wilma Garner.	29
3	Ginevra Wilcoxon	Canton High School, Canton Illinois. J. M. Satterfield.	25

150-Word Rate, Division II, Business College Class C (Open)

1	Miriam Parker	L.D.S. Business College, Salt Lake City. F. Y. Fox.	38
2	Anna Nienberg	Gregg College, Chicago. Helen M. Evans.	37
3	Eleanor Vaira	Gregg College, Chicago. Helen M. Evans.	34

TYPEWRITING

[Typewriting test consisted of ten minutes of letter writing with tabulations, copied from set-solid manuscript, and fifteen minutes of straight copy. Complete test was scored on the stroke basis, fifty strokes deducted from gross strokes for each error.]

Division I, High School Class A (Novice 2 Semesters)

Rank	Contestant	School and Instructor	Net Rate		
			Straight	Letters	Average
1	Stella Pajumas	John Hay High School, Cleveland. Mae LaMotte	75	47	61
2	Vera Jean Freeman	Helen Bush High School, Seattle. Ruth B. Mechem	74	40	57
3	Yvonne Aubry	Lincoln High School, Tacoma, Washington. Nellie Merrick	68	44	56

Division II, Business College Class A (Novice 2 Semesters)					
1	Mack Tanner	Henager Business College, Salt Lake City.			
		J. C. Henager	74	40	62
2	Jean Gavey	Gregg College, Chicago. Katherine Bracher	62	46	54
3	Dorothy Duckworth	Gregg College, Chicago. Katherine Bracher	61	45	53
Division III, University Class A (Novice 2 Semesters)					
1	Joe Andrews	Central Normal College, Danville, Indiana.			
		Blanche Wean	64	38	51
2	Marion Curtin	University of Washington, Seattle.			
		August Dvorak	60	40	50
3	Marion Baker	University of Washington, Seattle.			
		August Dvorak	45	21	33
Division I, High School Class B (Amateur 4 Semesters)					
1	Ruth Kazmer	John Hay High School, Cleveland. Mae LaMotte	91	41	66
2	Dorothy Dugas	John Hay High School, Cleveland. Mae LaMotte	90	40	65
3	Catherine Martin	Grant High School, Fox Lake, Illinois. L. A. Orr	88	42	64
Division II, Business College Class B (Amateur 2 Years)					
1	Margaret Metzger	Gregg College, Chicago. Katherine Bracher	101	57	79
2	Eleanor Lewis	Wilcox Business College, Cleveland. Irene Korb	79	47	63
3	Elizabeth Macy	Gregg College, Chicago. Katherine Bracher	78	46	62
Division III, University Class B (Amateur 4 Semesters)					
1	Olive MacDonald	University of Washington, Seattle.			
		August Dvorak	88	48	68
2	Ethel Vannice	Central Normal College, Danville, Indiana.			
		Blanche Wean	81	53	58
3	Marion Curtin	University of Washington, Seattle.			
		August Dvorak	80	40	50
Division I, High School Class C (Open)					
1	Marjorie Eisenegger	John Hay High School, Cleveland. Mae LaMotte	92	44	68
2	Ruth Kazmer	John Hay High School, Cleveland. Mae LaMotte	91	41	66
3	Dorothy Dugas	John Hay High School, Cleveland. Mae LaMotte	90	40	65
Division II, Business College Class C (Open)					
1	Gioconda Zumpano	Henager Business College, Salt Lake City.			
		J. C. Henager	107	55	81
2	Margaret Metzger	Gregg College, Chicago. Katherine Bracher	101	57	79
3	Blaine Parkinson	Henager Business College, Salt Lake City.			
		J. C. Henager	96	48	77
Division III, University Class C (Open)					
1	Raphael Kuvshinov	University of Washington, Seattle.			
		August Dvorak	91	57	74
2	Olive MacDonald	University of Washington, Seattle.			
		August Dvorak	88	48	68
3	Sylvanus Comer	Central Normal College, Danville, Indiana.			
		Blanche Wean	74	40	57

DICTATING MACHINE TRANSCRIPTION

Division I, High School Class A (Novice 2 Semesters)				
Rank	Contestant	School and Instructor		Net Rate
1	Yvonne Aubry	Lincoln High School, Tacoma. Nellie Merrick		63
2	Jean Howard	Lincoln High School, Tacoma. Nellie Merrick		62
3	Theodore Thomas	John Hay High School, Cleveland. Anthony L. Cope		59
Division II, Business College Class A (Novice 2 Semesters)				
1	Violet Bunyan	Wilcox Business College, Cleveland. Irene Korb		49
2	Mary Louise Egan	Bryant & Stratton, Chicago. Ruth Redman		47
3	Doris Paine	Bryant & Stratton, Chicago. Ruth Redman		22
Division III, University Class A (Novice 2 Semesters)				
1	Elizabeth Becker	De Paul University, Chicago. Cathrine Dougherty		45
2	Helen Yaaz	De Paul University, Chicago. Cathrine Dougherty		43
3	Dorothy Mitchell	Central Normal College, Danville, Indiana. Blanche Wean		42
Division I, High School Class C (Open)				
1	Yvonne Aubry	Lincoln High School, Tacoma. Nellie Merrick		63
2	Jean Howard	Lincoln High School, Tacoma. Nellie Merrick		62
3	Emily Svoboda	John Hay High School, Cleveland. Anthony Cope		61

Division II, Business College Class C (Open)

1	Lenore Fenton	Success Business College, Seattle.	A. Walker.....	70
2	Gordon Smith	Success Business College, Seattle.	A. Walker.....	59
3	Eloise Hancock	Scoville Schools, Clinton, Iowa.	Helen F. Greve.....	55

Division III, University Class C (Open)

1	Olive MacDonald	University of Washington, Seattle.	August Dvorak.....	77
2	Raphael Kuvshinov	University of Washington, Seattle.	August Dvorak.....	68
3	Lucy Schambard	University of Washington, Seattle.	August Dvorak.....	36

MACHINE CALCULATION

Division I, High School Class A (Novice 2 Semesters)

Rank	Contestant	School and Instructor	Net Rate
1	Christine Colucio	Austin High School, Chicago. O. G. Alexander.....	92
2	Emily King	Austin High School, Chicago. O. G. Alexander.....	91
3	Virginia Smith	John Hay High School, Cleveland. E. LaMotte.....	90

Division II, Business College Class A (Novice 2 Semesters)

1	Verda Fenton	Success Business College, Seattle.	A. Walker.....	83
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BOOKKEEPING

Division I, High School Class A (Novice 2 Semesters)

Rank	Contestant	School and Instructor	Net Rate
1	Donald Nelson	Lew Wallace High School, Gary. R. L. Rahbar.....	94.33
2	Louis Toth	John Hay High School, Cleveland. H. E. Wheland.....	93.66
3	Jane Borawski	John Hay High School, Cleveland. H. E. Wheland.....	91.33

Division II, Business College Class A (Novice 2 Semesters)

1	Glenn Craytor	Wilcox College of Commerce, Cleveland. D. W. Clinger.....	87.33
2	Norman Wolf	Wilcox College of Commerce, Cleveland. D. W. Clinger.....	85.66
3	Oris Drandt	Wilcox College of Commerce, Cleveland. D. W. Clinger.....	78.33

Division III, University Class A (Novice 2 Semesters)

1	Dorothy Mitchell	Central Normal College, Danville, Indiana. Blanche M. Wean...	78
2	Gordon Gibbs	Central Normal College, Danville, Indiana. Blanche M. Wean...	76.33
3	Raphael Kuvshinov	University of Washington, Seattle. J. Rordon.....	75

Division I, High School Class B (Amateur 4 Semesters)

1	Joe De Luca	John Hay High School, Cleveland. H. E. Wheland.....	94.66
2	Zenobia Thomas	Mynderse Academy, Seneca Falls, New York. R. Brumagin.....	92.66
3	Mike Krause	John Hay High School, Cleveland. H. E. Wheland.....	91

Division II, Business College Class B (Amateur 4 Semesters)

1	Edward Pokano	Wilcox College of Commerce, Cleveland. Frank A. Konz.....	95.33
2	Fred Schmiedt	Wilcox College of Commerce, Cleveland. Frank A. Konz.....	94
3	Mildred Varner	Wilcox College of Commerce, Cleveland. Frank A. Konz.....	90

BUSINESS PERSONNEL-STENOGRAPHIC EVENT

Rank	Contestant	Firm	Net Rate
1	Mary Martin	Doyle, Sampson & Griffin, Springfield, Illinois.....	55.86
2	Dorothy Chatterton	Remington Rand, Inc., Chicago.....	53.3
3	Mildred Alexa	Illinois Farm Supply Co., Chicago.....	27.7

BUSINESS PERSONNEL-DICTATING MACHINE TRANSCRIPTION

1	Gladys Carlson	American Schools, Chicago.....	72
2	Mae Hamilton	R. R. Donnelly & Sons Co., Chicago.....	66.26
3	Anna Von Pless	American Cyanamid Co., New York City.....	65.26

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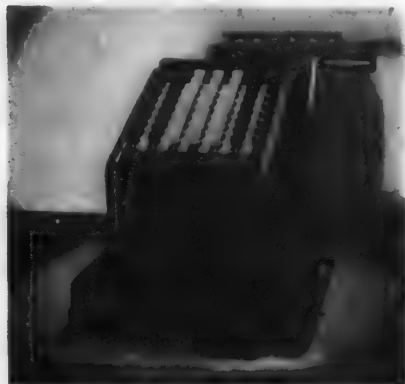
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SHORTHAND PRACTICE MATERIAL

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

The Eagle and the Fox

(Key to the September Junior O.G.A. Test)

An eagle and a fox had long lived as good neighbors; the eagle high in the limbs of the tree and the fox in a³⁰ hole at the foot of it. One day the eagle swooped down and caught up the fox's cub. The fox begged to have her young again.⁴⁰ but the eagle, feeling safe in her lofty perch, would not heed. The fox snatched a torch from a fire, and threatening⁵⁰ to envelop the whole tree in flames, made the eagle, through fear for her own young, return the cub. The tyrant is never⁶⁰ safe from vengeance. (84)

Graded Letters

On Chapter One

Annette:

I need an egg crate, a griddle, and a granite kettle with a tin lid.

Take them to the lake without delay³⁰ and I will meet you there. I will not be late.

Emily (31)

Dear Sir:

You desire to go to the great game. More, you are eager to go.

Our Eagle team is good. Harry and Ned²⁰ will lead the attack and aid in wrecking the Crane clan. They are keen. They get in the thick of it with glee. Harry can⁴⁰ be grim, and glare in wrath. But he can be calm too. Ned will not lag in the game. His head and his kicking will be a⁵⁰ great aid. Our team will be clad in red and green. The Crane team will be in gray. Our dream is to gain this game. That will be⁶⁰ a good deed.

Yours truly, (84)

Dear Sir:

You will desire a ticket to this league game. You may need two. The limit is eight. I can get them this day³⁰ at a good rate. You may be too late to get them at the main gate. And you would hate to be in the rear of the⁴⁰ Arena.

It will be a gala day. Take your camera. Deck your cane in red and green. Get your ticket ready. Hit⁵⁰ the trail to the great game.

Yours truly, (66)

Allen:

I may go to the lake by rail. I was to greet Helen there, but it was too rainy and dreary. I am²⁰ going without her. A dark, gray day at the lake will not be good. It will make me dreamy. Be ready to go with⁴⁰ me.

Harry (42)

On Chapter Two

Dear Madam:

Saturday a woman came here for work. Because I am overworked with taxes and the census, I²⁰ let her stay. But she cannot handle papers well. Instead of studying the income tax, she is always thinking⁴⁰ about fashions. She also forgot to check in this morning. I think I shall release her soon.

I should like to hear⁵⁰ more about Frances Pepper. Tell me about her work. Can she meet the public? What salary shall I have to pay⁶⁰ her at present? I shall not take any action until I hear from you.

Yours truly, (95)

Dear Sir:

Your letter came this morning. Frances will come in to see you. She is willing to begin work today. The²⁰ matter of salary need not be mentioned until you have seen her work. You will like her.

Yours truly, (38)

Dear Sir:

I should like to sell your goods in this part of the country, if you can pay me a salary after you²⁰ have seen that my sales are steady and good. I shall stay here in the city where I think there will be more business, and⁴⁰ shall stick to selling your silks, ladies' dresses, and hats. It is safe to say that this season will be a busy one,⁵⁰ for there has been a craze for your dresses, and the people here feel that they can save money by getting them from me.⁶⁰

I shall go over the matter again with you at your place of business if you desire, but I must have something¹⁰⁰ to sell this season and think your goods will have the most favor here. My system this time, as always, has been to get¹²⁰ the business first, and then there is not much chance of failing.

May I hear from you again before I have to go to¹⁴⁰ other places to get my goods?

Yours truly, (148)

The Young Sea-Lion

A Story for Beginners in Shorthand

By Ethel Ryle Brown

(Added to the vocabulary of the first three Chapters of the Manual)

A scene in a film I saw the other day recalled to memory something that occurred during my vacation²⁰ at Asilomar, California, in the month of August.

Fresh air was what I needed, so, when my morning⁴⁰ meal was finished, I would take a robe, my notebook, and a "snack" to eat later, and go to the shore.

Each day, soon after⁸⁰ I reached my chosen spot on the shelving beach, I would see the sleek, bobbing head of a seal not far back from the⁹⁰ breakers at my feet. It was the only one that I saw draw close to shore during my stay at Asilomar, and¹⁰⁰ so small a seal must, I thought, be almost a baby.

Seven days went by and I was flattered by the notion that¹²⁰ this little mammal came leaping to see me. At least it came nearer when I called. I tossed bread to it, but though it¹⁴⁰ played with the pieces and liked the smell, it would seem, it would not eat them. I noticed also that if its flippers hit¹⁶⁰ a shallow spot it backed into a deeper place. I often saw it peering at me, and never, even from a¹⁸⁰ dog or horse of my own, have I felt more love than flowed from that little seal.

One morning I was at the beach early.²⁰⁰ The little bobbing head could not be seen, when a shadow crossed my feet and there at my left I saw a man of about²²⁰ forty. A glance showed him to be fairly tall, and from his heavy physique I thought it likely that he was a²⁴⁰ boxer. He, though, had on, not the flashy clothes generally seen on men of that calling, but a shabby tan coat²⁶⁰ and a much-faded pair of overalls. And from under his limp green cap he was eagerly scanning the sea, heedless²⁸⁰ of the glass in one hand.

I gazed too over the deep green foam. My seal! There he was! "My seal!" I called.

The man nodded.³⁰⁰ Then he glanced at me, as though noting my presence for the first time. "Your seal?" he asked. "I thought he must know you, lady,³²⁰ or he'd not come near."

A sharp bark broke into his speech.

"He must know you," I said, amazed. "He never barks when he³⁴⁰ hears me."

The man called. Then came a series of glad barks.

"Oh, see," I breathed softly, "he's coming in!"

"Only a little³⁶⁰ nearer. Then if I go one step closer, he'll be off and I'll not see him again today. But, he knows me!"

I sensed³⁸⁰ a story.

"Is he an Alaskan seal?" I asked.

"No, no," he said, with a shake of his head, "he's not an Alaskan⁴⁰⁰ seal." He could tell by the expression of my face that I really wanted him to

talk. "No," he added, "nearly all⁴²⁰ the seals they train are caught in the Pacific Ocean, off the Coronados."

"You catch seals?"

"Oh, no, not me. I am a⁴⁴⁰ veterinary with a Big Show, but, doctoring the animals, I know them well. I'm crazy about them—always⁴⁶⁰ have been. But, no more of my history! It is my frisky playmate over there (he meant my seal) I must tell you⁴⁸⁰ about."

Hastily reaching for my big auto robe, I spread it so that he, too, could be seated.

"Well, it was back⁵⁰⁰ in Hannibal, Missouri," he began, his gaze fixed on the dark head that rose and fell on the billows, so near but⁵²⁰ still so far from him. "You know it can be 'beastly' hot there. I played in the show that day, because the Boss had said that⁵⁴⁰ I should keep near Zina. (My kit was handy in case the heat overcame her.)

"All the seats were taken, even on⁵⁶⁰ the top row. The bears had finished and were ambling off to their cages, eager for the meat they received in pay for⁵⁸⁰ their labors. It was time for the seals.

"Hauling hard on the ropes of the sled on which Zina lay, I dragged it into⁶⁰⁰ place. 'Come, come, Zina,' I called. 'Come and play with your pal.' I was coaxing her, too, with the smell of a fish in my sleeve.⁶²⁰

"Zina raised her head at my call and her glance said as plainly as speech, 'I can't, in this heat.' Her head lay on the sled⁶⁴⁰ again. Only her flippers stirred with the slow gasping of her breath.

"Come, Zina,' I called, romping over to her trainer.⁶⁶⁰ 'It's time to dance with Balbo!'

"She lay still.

"Well, when a woman says 'No'—she means 'Aye,'" I coaxed, as I stepped nearer.⁶⁸⁰ The people were laughing and clapping. They thought it was part of our play. Zina had always drawn hearty applause.

"Get⁷⁰⁰ her baby!' Balbo hissed at me, his order lost in the din.

"Well, then, Zina,' I told her, backing off stage. 'I'll⁷²⁰ get your baby to dance and you'll not like it, either, my girl.'

"But little did I know, as I made my exit, that⁷⁴⁰ it was the truth.

"The trainer kept on with this patter until I parted the flaps again with that little fellow⁷⁶⁰ there—your seal, as you call him—wriggling about in a doll's coach.

"The kids in our section clapped madly, shrieking 'Oh, the⁷⁸⁰ baby seal! Let's see him dance!'

"Never had he been on before, that baby, but he often saw Zina drilling on⁸⁰⁰ her tricks. No sooner was he in than he tipped over the coach and began flapping to Zina's sled. But Balbo called⁸²⁰ him back to the tall taboret, mid-stage.

"Zina sniffed, raised her head, saw her baby start to clamber to the first step.⁸⁴⁰ Slowly she left her sled; very slowly she hitched over. Then, with one of her big flippers she smote him to the floor.⁸⁶⁰ Steal her trick, would he!

"Our scheme had worked! Beaming, the trainer motioned to her. Almost gayly she rose to the top step,⁹⁹⁹ caught the ball on her nose, steadied it, and calmly tossed it to Balbo. As it came back she caught it agilely. The⁹⁹⁹ people applauded.

"The trainer ordered her to the floor and motioned her to put on his tall silk hat (she was always⁹⁹⁹ in awe of that hat) and dance with him. I was thinking she never had danced so well, when, before it was time, she⁹⁹⁹ handed back the hat, gave a little bark, and dropped over at Balbo's feet.

"At first I thought she was dead, but after⁹⁹⁹ working on her for several minutes she began breathing again very heavily.

"I have often laughed since⁹⁹⁹ at the memory of that bark of Zina's. It was as though she said to her baby, 'I'm all in! You come here and¹⁰⁰⁰ finish my job. You asked for it, now take it!'

"He came flopping from back of a chest where he hid after she slapped him.¹⁰⁰⁰ I was still doctoring Zina when I heard a roar of laughter and there he was, reaching for the trainer's hat. Balbo¹⁰⁰⁰ placed it on his head and the little seal began to dance. The hat was too big. He couldn't see from under it.¹⁰⁰⁰ But he kept time. When the air being played ceased, they tossed him a ball and he caught it on his nose, clambering to¹⁰⁰⁰ the top of the tabouret, as Zina did. Not one of Zina's tricks had escaped him, and he did them as well as¹¹⁰⁰ she did. The applause was deafening.

"It was too much for Zina. Our part was finished and the trapeze men had come¹¹⁰⁰ on, but it was hard to get that little seal to stay on his sled. As I brought it nearer I could not see that¹¹⁴⁰ Zina was glaring at her baby and shaking with rage, so I was ill-prepared for her attack, and before I¹¹⁰⁰ could get help she gave the little 'show-off' such a beating that the blows could be heard in the topmost seats.

"'Oh, the mean¹¹⁰⁰ thing!' rose from the throats of our public.

"By the time aid reached him, though, the beating was over, and her baby was nestling¹²⁰⁰ close to the appeased but gasping Zina.

"After the show the Big Boss asked me what was the matter with Zina.¹²⁰⁰

"'It's her heart,' I said. 'She still misses her mate, too. She has been grieving for him these three months. Then, this heat is very¹²⁰⁰ bad for her,' I added. 'She should go to the Coast and remain there until May; then she will be some good to you again.'¹³⁰⁰

"During this talk, Zina lay half dead in her basin, the baby playing nearby.

"'He has to go, too?' asked the¹³⁰⁰ Big Boss, in choked tones.

"'Zina would be too lonely if he were left,' I said.

"The Big Boss nodded. 'He put on a good¹³⁰⁰ show today, but, as you say, she will fret without him. Better for him to go, too. You have a vacation coming;¹³⁰⁰ take them to our sheds in *Californid*. There's a good place for them there.'" (1333)

(To be continued next month)

Wanamaker's Maxims

We would rather not make a sale than to make one for the buyer to regret. (14)

In no part of the world can anyone get something for nothing. (11)

No business organization can rise higher than its leader and owner. (14)

Customers have no short memories. (6)

Conference Telephone Service

Described by the New York Telephone Company

"Conference!" That familiar American business term calls to mind those round-table discussions at which are thrashed⁹⁰ out details of sales campaigns, production schedules, and distribution problems. Tailor-made for the times is the new⁴⁰-day telephone conference service in which, though the participants may be miles away from each other, all "sit⁹⁰ in" and talk together as easily as if actually around the office table.

The conference purpose⁹⁰ is, of course, a meeting of minds, so that, with agreement as to objects and methods, the work in view can be¹⁰⁰ carried out unitedly and effectively. The success of such a gathering depends, therefore, on the¹⁰⁰ actual presence and participation of those who are relied upon to contribute information and ideas.¹⁴⁰

To obtain such attendance it is frequently necessary to plan a conference considerably¹⁰⁰ in advance, and in the case of businesses whose representatives are located in different parts of the¹⁰⁰ country the call to conference entails the time and expense of traveling. Sometimes it means planning for weeks or months²⁰⁰ ahead to make sure that all the details involved in actually bringing together a group of busy people²⁰⁰ shall be worked out to the greatest convenience of all. Even to bring together in the main office the district³⁰⁰ managers of a business in a large city may not always be convenient or time-saving.

Recognizing²⁰⁰ the essential part in business that the "conference" plays, telephone engineers have evolved a "telephone²⁰⁰ conference system." The telephone which heretofore served to link the minds and voices of two users now emerges³⁰⁰ as a ready means of getting together in groups. Time, distance, and trouble, the triple deterrents which³⁰⁰ separately and collectively have raised bothersome barriers to the conference-calling executive, have³⁴⁰ been reduced by this new telephone arrangement to only a fraction of their former power.

Conference³⁰⁰ telephone service is a plan whereby you can talk to more than one person on one telephone call. Those persons may³⁰⁰ be in several cities or at several points in one or more cities located in various parts of⁴⁰⁰ the country. Up to ten points may be connected under usual conditions, but more may be arranged for. The⁴⁰⁰ conversations

that take place have the same flexibility as though the call were between two persons. Each person⁴⁰⁰ on the connection hears what the others have to say and may also participate with them in the general⁴⁰⁰ discussion. All ten persons, as it were, are thus grouped around a theoretical conference table, a⁴⁰⁰ veritable meeting of minds instantaneously through space.

In addition, loud-speaker connections may be made⁵⁰⁰ at several of the points participating. Such portions of the discussion as may be desired can then be⁵⁰⁰ broadcast to those assembled.

Since this service was introduced many business concerns have taken advantage of⁵⁰⁰ its effective use. One of the large manufacturers of home heating appliances has adapted this new⁵⁰⁰ convenience to its own needs. In the past the general sales manager of this organization made frequent⁵⁰⁰ field trips during the busy seasons to all branch offices. Today the conference telephone service saves⁵⁰⁰ considerable time and hundreds of dollars in former traveling expenses. Schedules have been developed⁵⁰⁰ involving conference hook-ups among certain groups of branch offices and the home office for the purpose of⁵⁰⁰ explaining up-to-date information on marketing conditions, new sales instructions, and the careful outlining of⁵⁰⁰ competitive situations.

Another large organization selling roofing materials holds monthly⁵⁰⁰ sales meetings in various cities of the United States. Loud-speaker connections have been established between⁷⁰⁰ New York and Chicago and between New York and Birmingham, Alabama. In addition, conferences by⁷⁰⁰ telephone have been held on a several-point basis for announcing price changes and broadcasting general⁷⁰⁰ market information to the sales forces in the field.

Among the nearly two hundred sales agency branches⁷⁰⁰ of one of the large producers of business machines are many which have comparable problems. The eastern sales⁷⁰⁰ manager, who formerly made separate calls to each branch, now selects several branches for a conference⁷⁰⁰ telephone meeting, thus enabling them all to clear up questions and receive the benefit of each other's views⁷⁰⁰ on the sales promotion problems.

Managers of the Bronx, Brooklyn, and Forest Hills branch offices of a high-grade⁸⁰⁰ machinery parts manufacturing company have weekly ten-minute conferences by telephone with⁸⁰⁰ their New York Division Manager. Much time is saved, each meeting is brief and to the point, with traveling time and⁸⁰⁰ expenses completely eliminated.

Many other businesses have also found that the necessary⁸⁰⁰ conferences can be quickly, efficiently, and economically conducted over this new telephone⁸⁰⁰ arrangement. It aids business executives in production control, distribution, administration, and allows⁸⁰⁰ of immediate and complete dissemination of price and market conditions to the field. It enables⁸⁰⁰ the sales managers to pep up the "gang" through inspirational talks.

The advantages are obvious, for the⁸⁰⁰ telephone



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hook-up in a conference circuit saves time and money, is personal and convenient, avoids¹⁰⁰⁰ interruptions and, perhaps the greatest single feature, avoids protracted discussions.

So it is that the conference¹⁰⁰⁰ room lets down its four walls to the four points of the compass; and the table around which the conferees gather¹⁰⁰⁰ broadens out across the land to provide a common meeting place for any group whose members are within easy¹⁰⁰⁰ reach of the telephone. (1064)

Hold That Note!

By Matt Taylor

Reprinted from the November, 1934, issue of the "American Magazine" by permission of the author and publishers

"And how," asked my Uncle William in that gruff, relentless way of his, "do you expect to earn your salt?"

"I do not⁵⁰ know," I answered humbly. "If you have any advice—"

Uncle William had some. He gave it to me with alacrity.¹⁰ "Go back where you came from," he said. "You don't belong here."

I met his eye firmly. It was true that I was ill equipped⁶⁰ to earn a livelihood in my native land. I had lived abroad since early childhood. My father had died when⁸⁰ he was attaché at the American consulate in Munich, and my mother had subsequently married¹⁰⁰ a Swiss gentleman whose business kept him close to his home. My background, my education, were foreign. But I had¹²⁰ considered all this and made my decision months before.

"Uncle William," I announced, "I am an American.¹⁴⁰ I feel American. I have met American tourists in Europe. I have made two brief visits to America.¹⁶⁰ I—"

"But, to get to the point," my uncle interrupted, "what can you do in America?"

"When my¹⁸⁰ stepfather's financial reverses occurred," I replied, "I was studying voice with a famous German professor²⁰⁰ in Switzerland."

"A yodeler!" sneered Uncle William.

"I can yodel," I admitted stiffly. "But I make no claim to a great voice. I am a leader²²⁰ of choral singing; a student of the art of pageantry."

"A cheer leader," he sighed. "And you come to me! Do you²⁴⁰ think there is anything to cheer about in my business today?"

"Singing," I replied with dignity, "lifts up the²⁶⁰ soul. An inspiring chorus, well sung, spurs the singers on. It renews courage. It—"

Uncle William slapped his desk²⁸⁰ suddenly. "I got it!" he cried. "Jim Lugburn! He's principal of a public school in Chalmond. You know Chalmond?"

I shook³⁰⁰ my head.

"It's a swanky suburb thirty miles from here. Even the public schools are that way in Chalmond. They go in³²⁰ for fancy side lines. When I met Lugburn last week he was looking for a singing teacher. It had to be a man,³⁴⁰ he said."

"For a year," I explained, "I was assistant leader of the Yungger Schweitzer Liederbund in Zurich."

Uncle³⁶⁰ William chuckled. He was beginning to

see his way out of an unpleasant responsibility. "Come back³⁸⁰ in an hour," he said. "I'll see what I can do."

When I returned he handed me a slip of paper with an address⁴⁰⁰ on it. "All set, my boy," he said cheerfully.

"You told him about me?" I asked.

"Not very much," he said. He looked me⁴²⁰ over and frowned. "I thought it best not to. But he knows you're my nephew, and a singing teacher. You'd better leave at⁴⁴⁰ once." . . .

I found Mr. Lugburn a wistful, quiet little gentleman, basking behind his desk in the peace of the⁴⁶⁰ August midday. I told him my qualifications and gave a brief talk on methods. To my relief he seemed content.⁴⁸⁰

"I rather think you'll do," he said. "To tell the truth all the other applicants were women." He paused and studied⁵⁰⁰ me a moment. His small keen eyes snapped behind his glasses. "I don't suppose," he said, "that you ever played football?"

It⁵²⁰ was, I thought, an innocent question. The man merely felt chatty. But at the moment I did not. If the matter⁵⁴⁰ of the job was settled I wanted to get out and cable the good news.

So I did not say to him that my only⁵⁶⁰ impression of football had been gained through the newsreel films. I had seen on the screen two groups of young men spring at⁵⁸⁰ each other like enraged grasshoppers. Presumably a ball was used in the play, but in the newsreels you never⁶⁰⁰ see the ball. All you ever see are the coordinated spasms of a number of individuals.

But⁶²⁰ I said none of this to Mr. Lugburn. I simply answered, "I've never had the pleasure."

"It doesn't matter," he⁶⁴⁰ replied feverishly. "An average knowledge of the game will do."

"But—"

"All our teachers," he hurried on, "coöperate⁶⁶⁰ in our extra-curricular activities. We have a nature club, a tap-dancing class, a garden⁶⁸⁰ club. You will be our only male teacher, Mr. Webb." He leaned back in his chair and bramed. "You will coach the football team,"⁷⁰⁰ he said.

Probably, I should have stopped him right then. In fact, the way things turned out, I'm sure I



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should have. But I was too¹³⁰ taken aback to talk.

He half-closed his eyes and chuckled quietly. "You'll like the squad," he assured me. "Although," he¹⁴⁰ added with a sigh, "we have only six veterans left. The others moved up to Junior High School. Our line last year,¹⁵⁰ Mr. Webb, was phenomenal. Those men averaged 91 pounds!" He smiled expansively. "I believe in beef¹⁶⁰ in the line," he said.

I nodded uncertainly. "A very good thing, sir," I murmured.

"Of course," he went on, "we may¹⁸⁰ not have that much weight this fall. Our men are mostly 11 and 12 years old. Fortunately we still have Tommy¹⁹⁰ Delaney at quarter. Tommy," he said, with a proud chuckle, "won the St. Graceby's game for us last year. He recovered²⁰⁰ 12 fumbles. It was the only game we won," he added, after a pause.

"An off-season, no doubt," I ventured.²¹⁰

He looked at me sharply. "It's the only game we won in four seasons," he announced bitterly. Two years ago, when²²⁰ everything looked bright, we were crippled—"he snapped his fingers—"like that. Over night practically."

"An accident?"²³⁰ I asked.

He shook his head solemnly. "Measles, Mr. Webb," he intoned. "It swept right through the team. Our boys went down before²⁴⁰ it. But this fall," he went on, brightening up considerably, "if we can ward off measles and chicken pox—"²⁵⁰

You will say I should have interrupted. No doubt I should have. But I could expect no further help from Uncle William.²⁶⁰ And I needed a job. Twice I did conquer the temptation and was on the point of announcing that I knew²⁷⁰ not even the rudiments of the game. But he talked rapidly, and I sat back and waited.

The team was his pride²⁸⁰ and joy, it seemed. Chalmond Manor was the only six-grade public school anywhere around that had a completely²⁹⁰ equipped football team. They had their own field, almost regulation size, in the playground across the street. Every³⁰⁰ year after the final game, the squad had a football dinner, served by its mothers and attended by its fathers.³¹⁰ There were speeches and ice cream, and at ten o'clock, when the letter men began to get sleepy, the party broke up.³²⁰

The season, Mr. Lugburn explained, was not long. Four games was considered enough for youngsters their age. They played the³³⁰ Grimes Hall third team, the St. Graceby's fourth, and the Chugger Military fifth, and they ended the season by taking³⁴⁰ 11³⁵⁰ on the Willows School for Boys. A glint came into Mr. Lugburn's eyes at this point.

"That," he said grimly, "is the game³⁶⁰ we've got to win! I want a chance to laugh in Mr. Church's face." His own face became positively distorted.³⁷⁰ "Headmaster Church!" he sneered. "Such superior airs, Mr. Webb! An arrogant, unprincipled—Come in, Miss Case!"

I³⁸⁰ turned, and there was an auburn-haired young lady standing in the open doorway. Her eyes were as blue as edelweiss,³⁹⁰ and in her green and

white sports clothes she made me think of the *Ju-frau* on an early spring morning.

Mr. Lugburn greeted⁴⁰⁰ her warmly. "Welcome back, my dear," he said, and pronounced introductions. "Miss Case has the Fourth grade," he said. "and also⁴¹⁰ the garden club. Mr. Webb," he explained to her, "will be our instructor of choral singing."

She put her head⁴²⁰ to one side, and her glance traveled over me from head to toe. I frowned. I don't mean to say that her smile or the way⁴³⁰ she looked at me detracted from her loveliness. It was simply that she was too obviously amused. It is⁴⁴⁰ true that I am a little tall for true grace, and too thin to be impressive. Also, my expression is sometimes⁴⁵⁰ considered scholarly and grave beyond my years. But I refuse to concede that I am amusing. In fact, I⁴⁶⁰ am a little touchy on the point.

"And I suppose," she said at last, "that Mr. Webb will show the youth of Chalmond⁴⁷⁰ football and she should be played?"

That settled it. I detected a taunting note in her voice. Pride asserted itself.⁴⁸⁰ I no longer remembered my own inaptitude. "I expect a very harmonious season," I said coldly.⁴⁹⁰

"We'll see," she said, and turned to Mr. Lugburn. She had come about a gardener—someone to spruce up the dahlias⁵⁰⁰ for the garden club. I thought she sounded a little bitter.

Mr. Lugburn promised two gardeners, and she⁵¹⁰ moved toward the door. Then she looked at me again. "Remember," she said in a manner I considered patronizing,⁵²⁰ "they fumble every third play. I wouldn't use too many spinners."

I drew myself up. "Indeed," I replied sternly.⁵³⁰ "As it happens, I am quite partial to spinners. I won't use a single boy who isn't a spinner."

Her eyes⁵⁴⁰ widened. She said, "Oh, well!" and left abruptly.

Mr. Lugburn was silent a moment. "I wouldn't," he said finally,⁵⁵⁰ "try anything too involved. Dig up a couple of old Notre Dame plays and let it go at that."

"Just as you⁵⁶⁰ wish," I agreed with a shrug. "But I had thought of trying some plays of my own."

I walked out, still a little hot and⁵⁷⁰ confused. But on one point I was determined: The young lady who had smiled at the breadth of my shoulder should be punished. (1580)

(To be continued next month)

Actual Business Letters

From the winning set submitted in the last *Great News Letter Contest* by Alice Faircloth Barrie, Ambassador Secretarial School, Boston, Massachusetts

Mrs. Henry Collins

1250 Rose Terrace

Detroit, Michigan

Dear Madam:

The thermometer⁸⁰ still hovers between ninety and

a hundred, but the calendar now reads Fall. The woman who takes a⁴⁰ particular pride in her appearance will be one of the few that lead the style procession. Knowing what is to be⁶⁰ worn this Fall is quite a difficult task unless one has followed the various movements in the well-known fashion⁸⁰ centers.

However, the matter is easily taken care of, if you rely on this organization. We¹⁰⁰ have kept in touch with every movement and with careful judgment have stocked what we thoroughly believe is to be¹²⁰ accepted this Fall.

We are showing now the latest arrivals in coats and dresses. The comprehensiveness of¹⁴⁰ the display vies with the values offered.

If it be no more than to get advance style information we invite¹⁶⁰ you to visit our Fall exhibition.

Cordially yours, (170)

Mrs. Carl Adams
611 Western Avenue
San Francisco, California

Dear Madam:²⁰

Your morning dress—

afternoon frock, going-away gown, dinner, evening, and sports attire all require chic footwear.⁴⁰

The selection of footwear that richly blends with your personality is pleasurable easy at our store.⁶⁰

Come in and see the shoes that are Tailored to Fashion!

Yours sincerely, (72)

Mrs. John T. Blinn
1826 Hughes Street
St. Louis, Missouri

Dear Madam:

Once again the approach²⁰ of Fall brings with it the interesting duty of brightening up the home for the cold days to come.

There have⁴⁰ been some very interesting developments in the field of home decorating, and we have picked out from the⁶⁰ market centers some of the more noteworthy achievements.

Whether you intend to purchase or not, we shall be glad⁸⁰ to show you around. We suggest an early visit.

Sincerely yours, (92)

By Wits and Wags

In Natural History

Professor: Here you see the skull of a chimpanzee, a very rare specimen. There are only two in the country²⁰—one in the national museum and I have the other. (31)

Promising Future

"That tenor has a wonderful voice. He can hold one of his notes for a half a minute."

"That's nothing. I've held one of²⁰ his notes for two years." (24)

Unexpected

Office Manager (to prospective office boy): Well, my boy, what would you do with a million dollars?

"Oh, gee, I²⁰ don't know—I wasn't expecting so much at the start." (29)

Impressive Figures

A young lawyer, pleading his first case, had been retained by a farmer to prosecute a railway company for²⁰ killing twenty-four hogs. He wanted to impress the jury with the magnitude of the injury.

"Twenty-four⁴⁰ hogs, gentlemen! Twenty-four! Twice the number there are in the jury box." (53)

Why Today?

Tommy: Mother, may I go to the zoo to see the monkeys?

Mother: Why, Tommy, the idea of your wanting to²⁰ go to the zoo to see the monkeys when your Aunt Betsy is here. (31)

Way Down East

Sweet City Visitor: Why are you running that steam roller thing over that field?

Farmer (on steam tractor): I'm going²⁰ to raise a crop of mashed potatoes this fall." (29)

Right Word For It

Jones (to typist): Why do you stop so often? Can't you keep up with me?

Typist (rather weak in orthography): Oh,²⁰ yes, but your language is so eloquent that I frequently find myself spellbound. (34)

Baker Reports Better Business^{*} Conditions

• ANOTHER indication of better business conditions: Baker Business University, of Flint, Michigan, has moved into new quarters, occupying one entire floor of the Industrial Bank Building.

The enrollment of the first class, twenty-five years ago, was seventeen. On the occasion of the school's silver anniversary last June, matriculated students in the Business College and the Conservatory of Music, controlled by Eldon E. Baker, founder and president, numbered nearly eight hundred.

Modern Textbooks to Cover Modern Office Practice...

● The procedure of handling office routine is changing . . . larger volume of work each day, with absolute accuracy, in less time, at faster tempo. To secure efficiency, so vital to success, two machines . . . *Addressograph and Multigraph* . . . are used in thousands of offices, stores and factories in practically every city and town in the U. S., cross-roads and metropolis alike.

Young men and women entering the business world must be prepared to work with these machines . . . to operate them, to make use of them to speed action, save time and cut expense. Success in business life is definitely linked with the so-called "machine age," for both clerk and executive.

Schools which pride themselves on keeping abreast of the times are adding courses on *Addressograph and Multigraph* to their curriculum. Among hundreds of school users are:

Ithaca High School,
Ithaca, New York

New Vocational High School,
Philadelphia, Pa.

University of Indiana
School of Commercial Education,
Bloomington, Ind.

The Pittsburgh School of Accountancy,
Pittsburgh, Pa.

Louisiana State School for the Deaf,
New Orleans, La.

These courses and installations were planned and laid out only after the most thorough investigation on the part of the various Faculty

Committees. Their findings convinced them that *Addressograph and Multigraph* have a definite place in American business.

As a guide in teaching these courses, two new textbooks have been prepared by *Addressograph-Multigraph Corporation*. Teachers in schools where *Addressograph-Multigraph* office equipment is used can obtain without charge a sufficient quantity of the textbooks, together with a teacher's manual, for their classes.

These modern textbooks, in addition to teaching the operating principles and multi-purpose uses of *Addressograph-Multigraph* equipment, also include ten chapters on *Office Organization and Management*. Here are comprehensive, easily understood courses that can be taught in a special class or in conjunction with type-writing or other fundamental commercial course.

Send for specimen textbooks and teacher's manuals today! Study the opportunities which these textbooks offer you to teach *practical* office methods. Such teaching gives students training which they can actually use, regardless of the field they enter.



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Editorially Speaking

THERE is nothing so potent as the allure of reality. The more clearly and exactly the actualities of business are reproduced in our classrooms, the more effective will be our teaching. Young people are wise beyond their years. No half values, no second-rate subject matter will satisfy them. They want to be plunged immediately into a business world vibrant with worth-while activities. They possess an appetite whetted by lean family pocket-books of the past few years. They enter upon their new work with the expectancy of new adventure in a field in which each fondly hopes to find the pot of gold.

Surely none of us is willing to accept his past achievement as a criterion for the year ahead. We must match their expectancy and satisfy their appetite by offering them a well-balanced yet tempting menu of content and skill that will build them into strong, dependable business men and women, possessed of a wisdom that will enable them to avoid the pitfalls into which their predecessors fell.

Let us strive to reproduce today's business activities in our classrooms with such fidelity that our students will feel a proprietary interest in their future business life. And let us also dig a little more deeply into the business world and uncover new lures and new business adventures that we can bring into the classroom. Then we can clothe this matter-of-fact body of business skills, business information, and business attitudes in realistic garments of adventure, beauty, and romance.

Our Formula for Success

What is commercial education's formula for success? Aren't we inclined to be somewhat selfish when we endeavor to build up

a large enrollment in our own field without paying sufficient attention to the aptitudes of the boys and girls whom we are teaching?

Johnson O'Connor tells us that at least eight aptitudes can be measured with sufficient accuracy to be identified in the boy or girl of school age.¹

"Real happiness in work," he says, "whether in school or out of it, comes only to those who make use of their entire range of abilities, who live life to the full."

Two things we should constantly strive to do with increasing success—first, identify the aptitudes of our pupils; second, offer them programs that will fit them to live their lives to the full. This twofold responsibility demands absolute unselfishness on our part and a missionary spirit that will carry us forward in spite of all obstacles to the completion of our job of preparing our students to be far more than efficient business men and women.

In Absentia

In the June, 1936, number of the *Journal of Business Education*, Dr. Paul S. Lomax comments editorially on the responsibility of the school in the matter of following up its graduates and drop-outs.

"Can it be true," he asks, "that for the vast majority of schools the commencement exercise represents a 'farewell of further interests' in what happens to graduates . . . ?"

We join Dr. Lomax in asking the question. As you enter upon a new school year and check the roll of your classes against your roll of last year, are you going

¹ In a forthcoming issue Mr. O'Connor will tell us what these aptitudes are and how they can be identified.

to dismiss from your responsibility those who are no longer with you? Where are they? What are they doing? Do they need any further help from their teachers? Until you have the answers to these and similar questions about their welfare, how can you feel assured that you did the best you could in training them? How can you get an authoritative check-up of the effectiveness of your course of study?

Here is a practical suggestion for the heads of commercial departments: Add a class to your schedule—the *Class of 1936 in Absentia*. Assign this class to yourself or to that teacher on your staff who, in spite of an already filled program, is so interested in boys and girls that he or she is eager to accept this added load.

A rigid and unbiased inspection of the achievements of this class on the job will bring a most welcome improvement in method and subject matter.

Fathers' Year

"Every child has one male parent," writes Rolland H. Upton in the *National Parent-Teacher Magazine*. "This is a natural law and it cannot be changed. Parent-teacher associations, however, ignore it. If a visitor from Mars were to drop in on a P.T.A. meeting, he would discover to his surprise that all parents were seemingly mothers. For a long time father has been A.W.O.L. Perhaps he has kept his P.T.A. membership, along with his religion, 'in his wife's name.'"

We have always felt that commercial departments were overlooking a powerful ally by not organizing and maintaining an active Father-Teachers Association. Fathers are an important point of contact with the business life of the community, and their special interest in the welfare of the commercial department in which their children are enrolled makes them willing workers in building up a superior department.

If the fathers of our commercial students are absent without leave, it is probably our own fault. Why not make 1936-1937 fathers' year in commercial education?

An Individual Personality

Results of group tests of intelligence have shown that there is a decided range in individual differences and that the average *homo sapiens* is not so sapient as he has been supposed to be.

A child rather than the curriculum has come to be the center of attention in our better schools. The importance of individual case studies has become known and has resulted in the employment of the psychiatric social worker. The principle of the analysis of human traits has become established. Inventories of personality, scales of social achievement, and the like now supplement tests of intelligence.

There have always been some socially-minded teachers to whom each pupil was an individual personality to be studied and understood before he was taught. May the tribe multiply!

Two New Series

Conditions in recent years seem to have been propitious for the propagation of shorthand methods and materials. The list of authors of shorthand methods texts published in the last ten years contains many distinguished names.

Shorthand teachers, slightly bewildered by the claims and counterclaims of this and that method, will welcome the impartial comparative analysis that will appear monthly in the B.E.W. from the pen of Dr. William R. Odell. See page 21 for the first installment.

With pride and pleasure we welcome to our roster of contributors two stars of the first magnitude. One is Dr. Douglas C. Ridgley and the other is Dr. W. Elmer Ekblaw. Both are internationally known educators. You will find more about them on page 2.